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ABSTRACT

Student achievement in the Austin Independent School District (AISD) (Texas), as reflected by different achievement test scores, is reported for 1992-93. In this year, 14,114 students took the Texas Assessment of Academic Skills (TAAS)in the fall, and 14,799 took the TAAS in the spring. In grades 1 and 2, 9,520 students took the Iowa Tests of Basic Skills (ITBS). In grades 3 through 11, 36,642 students took the Norm Referenced Assessment Program for Texas (NAPT). Three other tests were given districtwide but were reported only for individual students. Results of these programs and national college entrance examinations indicate that Austin high school graduates continue to excel, with average scores above those of the state and the nation. AISD students ranked number one among urban districts for the state criterion-referenced tests. AISD TAAS mastery percentages for fall 1992 are higher in 1 area, the same in 1, and lower in 10 than state averages as a whole. AISD scored above state averages in all grades except grade-7 mathematics concepts and estimation on the NAPT. Recommendations are made for improvement in the district, particularly in writing and mathematics. Thirty-eight figures present results from various testing programs. Ten attachments provide additional tables of data about test results. (SLD)

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ED 369 823

Annual Report on Student Achievement 1992-93

Austin Independent School District
Austin, Texas

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KEY WORDS

National Average - Standard set by testing across the nation. The 50th percentile is the national average.

Mean - The average score--determined by averaging all scores.

Percentile - The percentage of students who scored lower. The 50th percentile means 50% of the national norm group made a lower score.

Grade Equivalent (GE) - The grade and month of school in which a score would be made by an average student. A year is divided into tenths; nine-tenths for the nine months of instruction and one-tenth for the three months of the summer. Example: 7.3 is the score made by an average student in the third month of grade seven.

Normal Curve Equivalent (NCE) -The scores that result when the normal curve is divided into 99 equal units. The mean is 50.

Composite Score - The combination of the scores of all the subjects. It is only computed for students who took all the tests.

Higher Order Thinking Skills (HOTS) - Cognitive functions that are more complex than mere recognition of information. Reported as number correct.

Urban 8 - Joint Urban Evaluation Council (JUEC) - The eight largest urban school districts in Texas which have students from many ethnic groups: Austin, Corpus Christi, Dallas, El Paso, Ft. Worth, Houston, San Antonio, Ysleta.

NAPT and ITBS Administered in AISD

Students in grades 1 and 2 took these Iowa Tests of Basic Skills (ITBS) subtests:

Word Analysis
(letter and word sounds),
Vocabulary,
Reading Comprehension,
Mathematics
- Concepts,
- Problems,
- Computation, and

Language Skills
(Spelling).

Students in grades 3-8 took these ITBS tests:

Reading Comprehension,
Language Skills
Mathematics Concepts and Estimation,
Mathematics Problem solving and Data Interpretation,
Social Studies
Science

TAAS/TEAMS Administered in AISD

In the fall, students in grades 3, 7, and 11 (exit level) took the Texas Assessment of Academic Skills (TAAS) in:

Writing,
Reading, and
Mathematics.

Starting a new testing cycle, students in grades 4, 8, and 10 (exit level) were given the test for the first time.

Students who are still eligible to take the TEAMS are tested in:
Mathematics and
Language Arts.

Reporting by Group

TAAS and NAPT scores are reported for Native American, Asian, African American, Hispanic, and White students using the format and scores provided by the Texas Education Agency. Total scores include all five ethnicities. Scores are also reported for economically disadvantaged students. There is a large overlap between minority and low income students.

Annual Report on Student Achievement 1992-93

Executive Summary

Austin Independent School District
Office of Research and Evaluation *Authors: Evangelina Mangino, Natalie Rodgers, Barbara Wiser*

Program Description

Systemwide Testing Program:

- 14,114 students took the Texas Assessment of Academic Skills (TAAS) in the fall 1992. In the spring 1993, 14,799 took the TAAS.
- 9,520 students in grades 1 and 2 took the ITBS in April 1993.
- 36,642 students in grades 3 through 11 took the Norm-referenced Assessment Program for Texas (NAPT) for a valid score in April 1993.

Other tests administered districtwide and reported only at the individual student level are:

- Computer Literacy Test (grade 6),
- End-of-basal tests (grades 3, 4, 5, 6),
- La Prueba de Realization (grades 1-8).

Recommendations

1. Strengthen curriculum in all subjects in grades 6-9.
2. Continue implementation of writing programs at all grade levels with strong emphasis on support and evaluation, organization and structure, and using correct purpose and mode (following directions).
3. Continue efforts directed towards closing the achievement gap between minority and nonminority students.

Major Findings

1. AISD's high school graduates continue to excel on college entrance examinations.
   a. AISD had 34 National Merit Scholarship finalists--4.7 times the number that is average for a district this size.
   b. SAT scores for AISD seniors (932) averaged above those of the state (885) and the nation (902).
2. AISD students score near the state averages and above urban averages.
   a. For the seventh year in a row, AISD students ranked number one among the eight urban districts on all test taken on the exit-level, state-mandated, criterion-referenced tests. AISD was number one on exit-level reading and mathematics and number two on the writing test.
   b. In comparison to state averages, AISD's TAAS mastery percentages for fall 1992 are higher in 1 area, the same in 1, and lower in 10. In spring 1993 the mastery percentages are higher in 1 area, the same in two areas, and lower in 9 areas.
   c. Out of 3,068 potential high school graduates, 94.3% (all except 174) passed all sections of the Exit-Level TAAS.
3. AISD is an urban district whose students generally score above the national average on standardized achievement tests and continue to improve annually.
   a. AISD scored higher than the state in all grades except mathematics concepts and estimation at grade 7 on the NAPT and ranks number one among the Urban 8 on the NAPT reading and mathematics composite score at all grades tested.
   b. In 1992-93, 63 out of 66 AISD average test scores were at or above the 50th percentile (the national average).
   c. Lowest achievement scores are in mathematics at grades 6-8, reading at grade 9, and science at grades 7 and 8.
   d. Achievement in higher-order thinking skills was higher than the national average in 37 out of 45 comparisons.

Budget Implications

Mandate: Federal, state, and local

Funding Amount: $301,228,306 AISD Budget

Funding Source: Federal, state, property tax, and other sources.

Implications: As the administration and Board of Trustees make budget decisions, the effectiveness of the overall instructional program as well as individual programs must be reviewed in the context of student achievement. Resources should be targeted towards implementing the three recommendations cited earlier.

Because achievement test scores are only one of many important effectiveness indicators for a school system, these findings should be combined with those in other ORE reports on dropouts, retention, and the success of individual programs. As in the past years, ORE will produce a separate summary of program effectiveness comparing cost to student achievement gains.

92 AISD Test Results at a Glance

Percentage of Students Passing the TAAS

(Non-Special Education Students Only)

Fall Testing

	Writing		Reading		Mathematics		Passed All	
Grade	**91**	**92**	**91**	**92**	**91**	**92**	**91**	**92**
3	61	67	81	77	87	82	57	59
7	57	67	49	49	47	45	35	36
11	80	81	77	78	60	60	53	54

Spring Testing*

Grade	**93**	**93**	**93**	**93**
4	83	57	60	48
8	63	57	41	35
10	77	71	57	51

* First year tests were administered at these grades.

ITBS/NAPT, 1992-93

(Percentiles of the Mean NCE - 1992 Norms)

	Mathematics		Reading		Language		Reading/Math Composite	
Grade	92	93	92	93	92	93	92	93
1	51	55	53	54	63	66	64	66
2	65	66	65	67	63	65	68	69
3	62	64	54	56	69	59	58	61
4	58	53	54	58	62	63	56	61
5	58	54	52	52	63	58	55	53
6	49	51	48	52	57	59	48	52
7	49	49	52	53	56	59	50	51
8	53	50	54	52	58	57	53	51
9	60	56	49	49	58	60	55	52
10	63	61	58	57	62	64	61	59
11	63	69	59	60	71	70	62	66

SAT Scores, 1989-1993 Graduates*

	Verbal					Mathematics				
	89	90	91	92	93	89	90	91	92	93
AISD	439	439	432	435	436	491	489	490	494	496
Texas	415	413	411	410	413	462	461	463	466	472
Nation	427	424	422	423	424	476	476	474	476	478

* 55 percent of AISD 1992-93 seniors took the SAT.

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What is the Texas Assessment of Academic Skills (TAAS)?

The TAAS tests are criterion-referenced tests (CRT). A CRT is designed to measure a well-defined set of skills and to reference the student's score to a mastery criterion for that set of skills. In the case of the TAAS, the skills measured are a subset of the Essential Elements adopted by the State Board of Education.

A basic skills assessment program has been mandatory in Texas since 1980. This program has been implemented in five-year cycles. The first cycle consisted of the administration of the Texas Assessment of Basic Skills (mathematics, reading, and writing) to students in grades 3, 5, and 9, from 1980-81 to 1984-85. The second cycle consisted of the administration of the Texas Educational Assessment of Minimum Skills to grades 1 (1985-86 to 1988-89), 3, 5, 7, 9, and 11 (1985-86 to 1989-90). Mastery of the 11th-grade (Exit-Level) TEAMS became a requirement for graduation for all students receiving a high school diploma from Texas public schools in 1985-86. Because of this, students at grades 11 and 12 were allowed to continue taking the test every time the test was offered until they had passed the test.

School year 1990-91 was the first year of the third testing cycle and it consisted of the administration of the TAAS to students in grades 3, 5, 7, 9, and 11. According to the Texas Education Agency (TEA), the focus of the TAAS represents a shift from an assessment of minimum skills to an assessment of academic skills.

> " The scope of the content eligible for testing has been broadened to include a more comprehensive assessment of the instructional targets delineated in the essential elements. The TAAS tests assess higher-order thinking skills and problem-solving ability."

In 1990-91, the TAAS test passing criteria was 60% of the items correct for grades 7, 9, 11 (exit level) and 65% for grades 3 and 5. In 1991-92, the passing criteria was increased to 70% for all grades. The passing criteria is set by the State Board of Education.

The first two years the TAAS test included writing, reading, and mathematics for grades 3, 5, 7, 9, and 11 (exit level). In 1992-93, the TAAS testing cycle was shifted from fall (grades 3, 7, 11) to spring (grades 4, 8, 10). For 1992-93, the TAAS at grades 4, 8, and 10 became the primary measure used by TEA to assign accountability ratings, to determine accreditation status, and to identify successful schools and districts. Passing the exit-level test continues to be a requirement for graduation.

How Did AISD Students Perform on the TAAS?

TAAS results for the third year of the testing cycle can be best interpreted in relation to statewide scores and scores of the other seven urban districts in Texas. Figure 1 presents a summary of these comparisons. In general, AISD performs higher than the urban average and slightly below the state in most areas.

Figure 1
AISD TAAS Results in Comparison to the Urban 8 and Texas

		Urban 8 Average		Texas	
		Minimum	Mastered All	Minimum	Mastered All
Fall	AISD is:				
	Higher	12	12	1	4
	The Same	0	0	1	4
	Lower	0	0	10	4
Spring	AISD is:				
	Higher	12	12	1	3
	The Same	0	0	2	4
	Lower	0	0	9	5

NOTES:
- All TAAS comparisons presented in this report were done with scores for non-special education students unless otherwise indicated. TEA uses non-special education student results for identifying exemplary schools and schools in need of improvement.
- The twelve comparisons analyzed are writing, reading, mathematics, and all tests taken at grades 3, 7, 11 (fall) and 4, 8, 10 (spring) respectively.
- AISD compares more favorably with the State in Mastered All Objectives than in meeting Minimum Expectations (passing the test).

AISD continues to out score the Urban 8 on the exit-level test in reading, mathematics, and all tests taken as was the case with the TEAMS for five years and the TAAS test the last two years. Figure 2 shows the rank of AISD among the Urban 8 in writing, reading, mathematics, and all tests taken. A table including percent passing for AISD, the Urban 8, and Texas, by ethnicity, is presented in Attachment 4.

Figure 2
AISD Ranks Among the Urban 8
TAAS 1992-93

	GRADE	WRITING	READING	MATHEMATICS	PASSED ALL TESTS TAKEN
Fall	3	2	3	2	2
	7	2	1	2	1
	11	2	1	1	1
Spring	4	2	1	1	1
	8	3	1	1	1
	10	2	1	1	1

Figure 3 presents the fall 1992 TAAS scores for AISD, the Urban 8, and Texas. In AISD, the highest areas of achievement in terms of percentage of students passing the TAAS are writing at grades 4 and 11 and mathematics at grade 3. The highest areas of achievement in terms of rank among the Urban 8 are reading and mathematics at grades 4, 8, 10, and 11, and reading at grade 7 (Figure 2).

The lowest areas of achievement in terms of percentage of students passing the TAAS are mathematics at grade 8 and reading and mathematics at grade 7. The lowest areas of achievement in terms of rank among the Urban 8 are writing at grade 8 and reading at grade 3 (Figure 2).

A separate section of this report presents the scores for the writing samples and a summary of the analytic scoring of the papers with a failing score. Results by campus are presented in Attachment 10 of this report.

Figure 3
TAAS , Fall 1992 and Spring 1993
AISD, the Urban 8, and Texas
Non-Special Education Students

Percentage of Students Passing

	Grade	Number Tested in AISD	Writing			Reading			Mathematics			Passed All*		
			AISD	U8	TX	AISD	U8	TX	AISD	U8	TX	AISD	U8	TX
Fall	3	4946	67	64	68	77	72	79	82	78	84	59	54	61
	7	4431	67	59	69	49	38	53	45	40	52	36	27	40
	11	3142	81	76	83	78	69	76	60	50	61	54	44	54
Spring	4	4871	83	76	83	57	45	58	60	50	61	48	37	49
	8	3890	63	61	73	57	47	62	41	30	45	35	26	40
	10	3315	77	70	81	71	61	72	57	43	56	51	38	51

Percentage of Students Mastering All Objectives

	Grade	Number Tested in AISD	Writing			Reading			Mathematics			Passed All*		
			AISD	U8	TX	AISD	U8	TX	AISD	U8	TX	AISD	U8	TX
Fall	3	4946	23	18	23	48	42	49	29	25	30	12	09	12
	7	4431	28	18	26	10	06	10	08	05	09	03	02	03
	11	3142	26	22	29	32	24	30	21	13	19	09	06	08
Spring	4	4871	29	23	29	20	13	20	19	13	18	08	05	08
	8	3890	15	12	20	28	18	29	11	07	11	05	03	06
	10	3315	29	21	32	38	25	35	24	14	20	13	07	11

How Did AISD Students Perform by Ethnicity on the 1992-93 TAAS?

TAAS results in AISD follow the statewide pattern of achievement among the ethnic groups. White students achieve higher than both minority groups, while Hispanic students perform generally better than African American students. Performance of economically disadvantaged students generally tracks the performance of minority students at all grade levels tested and in the three subject areas.

Following are two graphs per grade for grades 3, 7, and 11 (fall) and 4, 8, and 10 (spring). The first graph of each grade level presents the percent passing for non-special education students in each subject area and all tests taken. At grades 3, 7, and 11, a comparison is also shown between the 1991-92 results and the 1992-93 results for the State. Because this is the first year students in grades 4, 8, and 10 have taken the test, a comparison is made only with the State.

The second graph of each grade level presents the percent passing for African American, Hispanic, White, and economically disadvantaged students and all tests taken.

TAAS and the State Accreditation and Accountability System

The Texas Education Agency instituted in the summer of 1993, an accreditation and accountability system that uses the Texas Academic Excellence Indicator System (AEIS) to identify exemplary, recognized, accredited, and low performing campuses. The key indicators in this system are dropout rate and percent of students passing the TAAS (meeting minimum expectations).

Nine elementary schools and one middle school in AISD qualified to be identified by TEA as low performing campuses, to receive an accreditation warning, and to be scheduled for an accreditation visit during 1993-94. Eighteen additional schools (5 elementaries, 10 middle schools, and 3 high schools) were identified as low performing campuses receiving a letter of concern from TEA. These campuses had at least one sub group (African American, Hispanic, White, or Economically Disadvantaged), which constituted at least 20% of their student body with less than 20% passing all TAAS tests taken (Attachment 10).

Figure 4
TAAS-3rd Grade
Percent Passing for 1991-92 & 1992-93

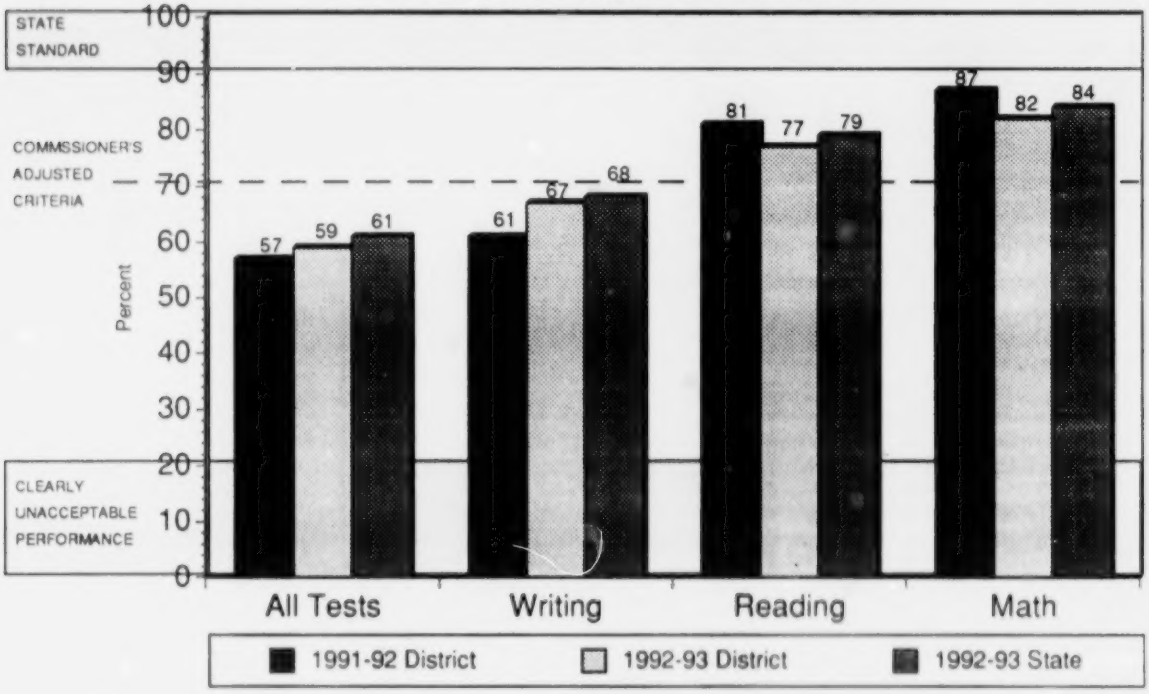


Figure 5
TAAS-3rd Grade - Fall 1992
Percent Passing for Student Group

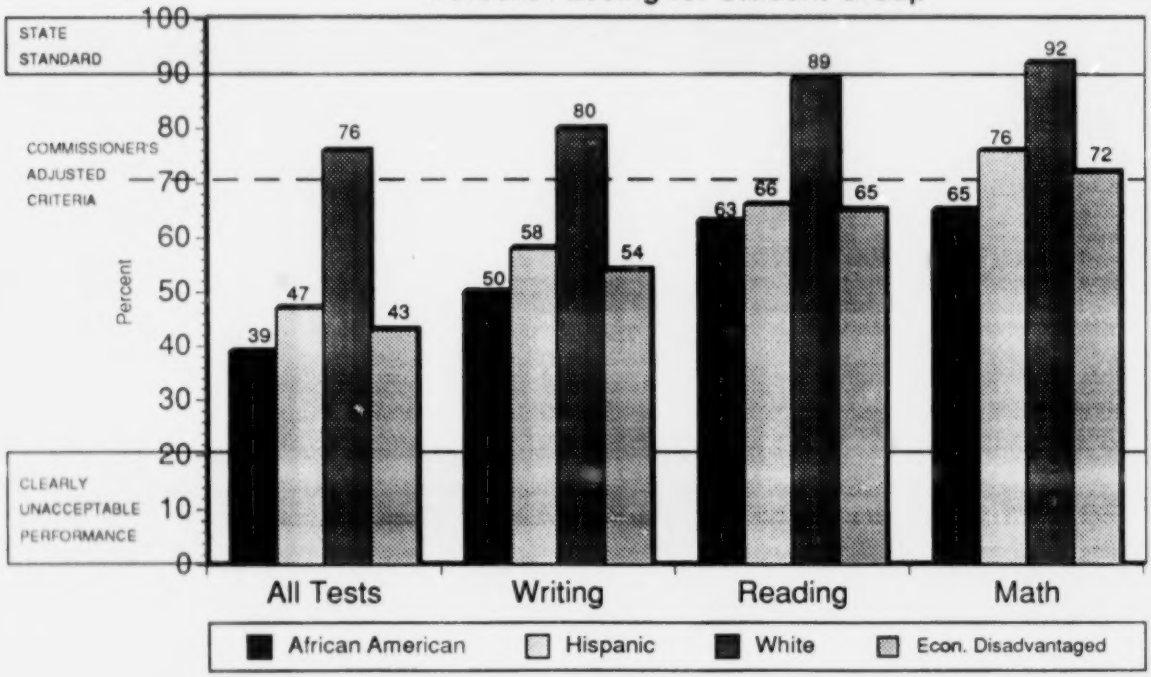


Figure 6
TAAS-7th Grade
Percent Passing for 1991-92 & 1992-93

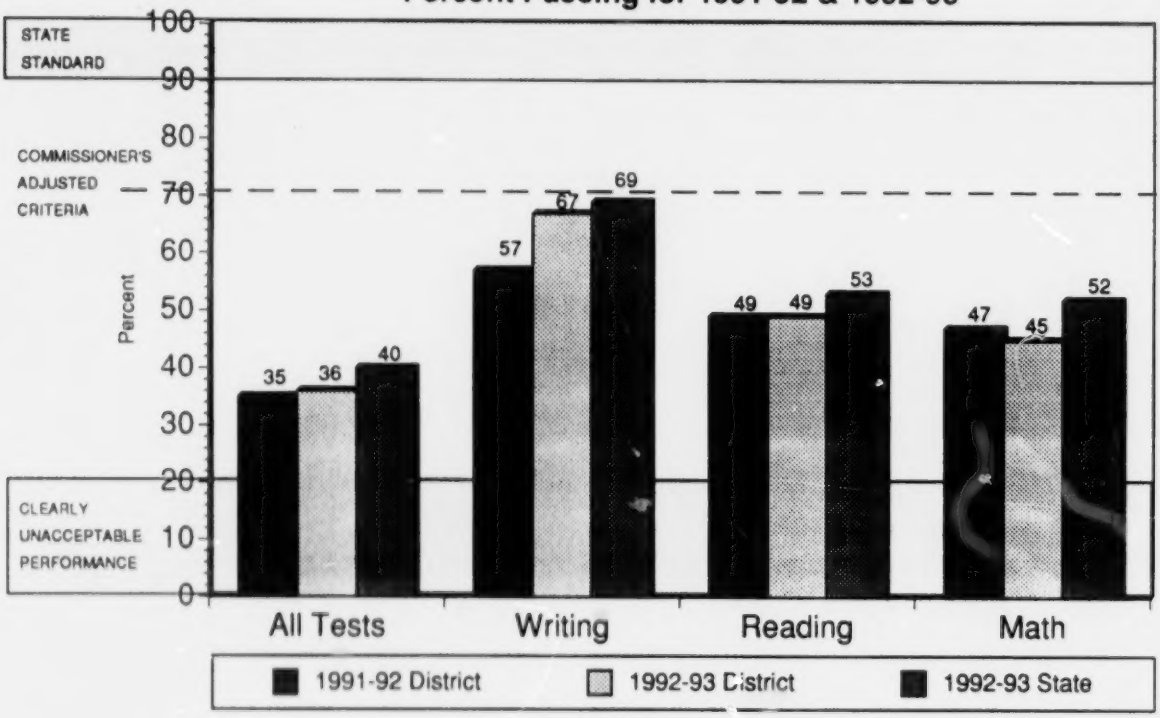


Figure 7
TAAS-7th Grade - Fall 1992
Percent Passing for Student Group

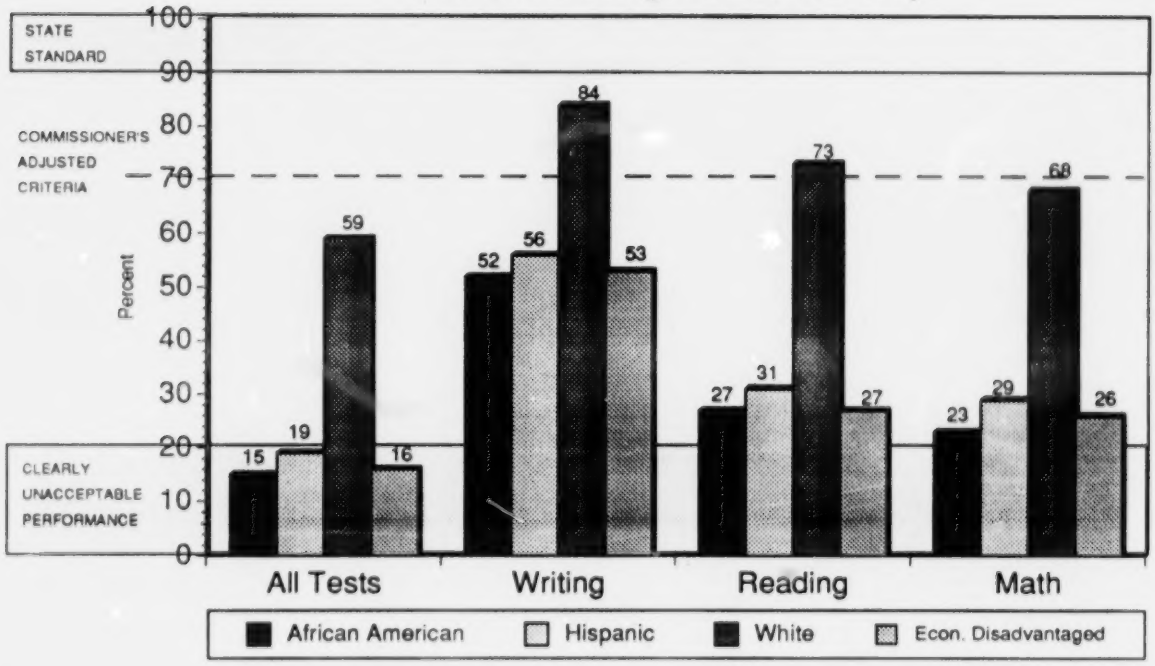


Figure 8
TAAS-11th Grade
Percent Passing for 1991-92 & 1992-93

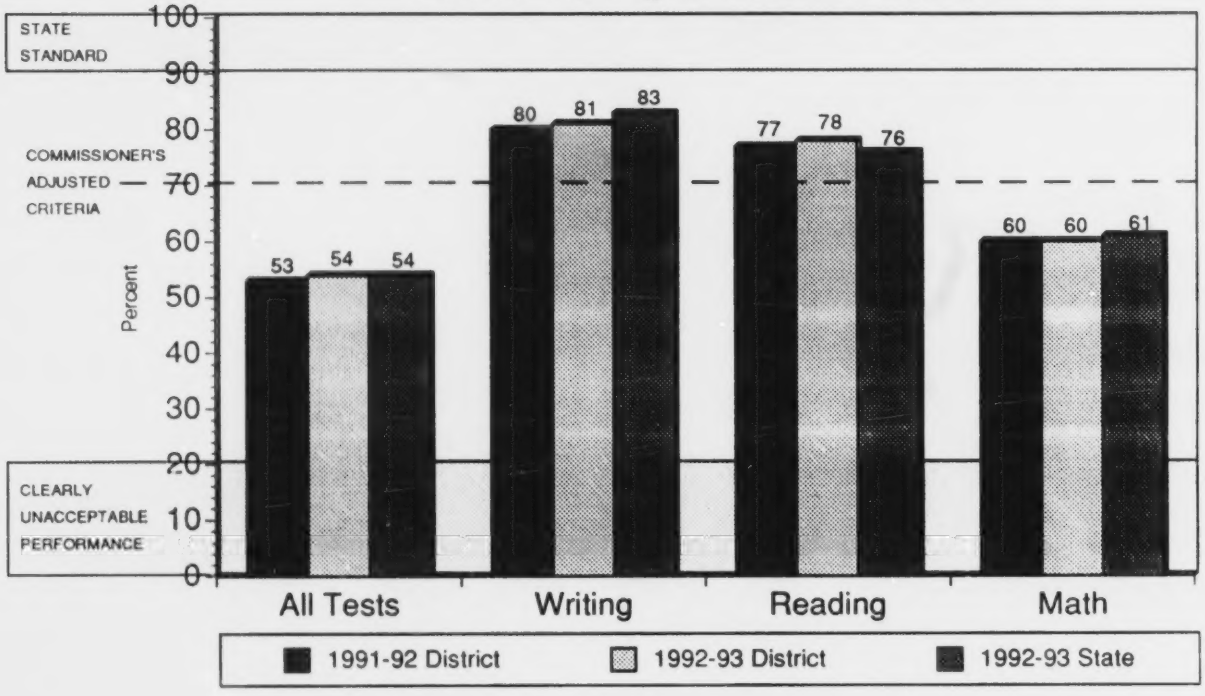
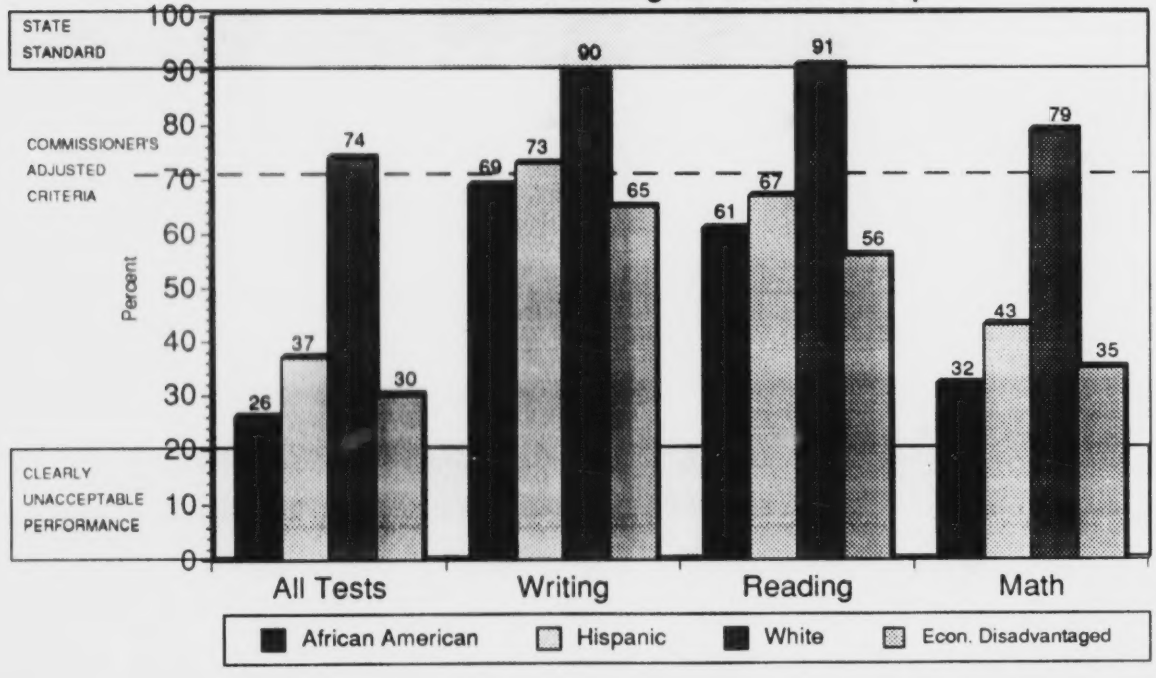


Figure 9
TAAS-11th Grade - Fall 1992
Percent Passing for Student Group



7

Figure 10
TAAS-4th Grade
Percent Passing for 1992-93

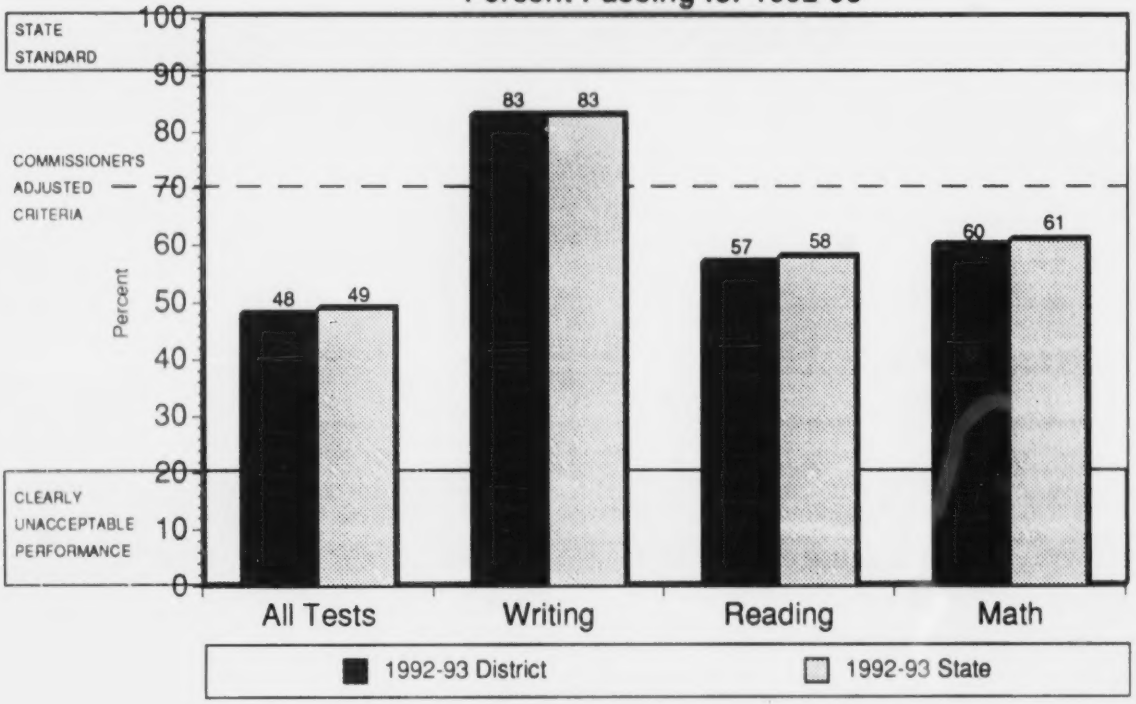
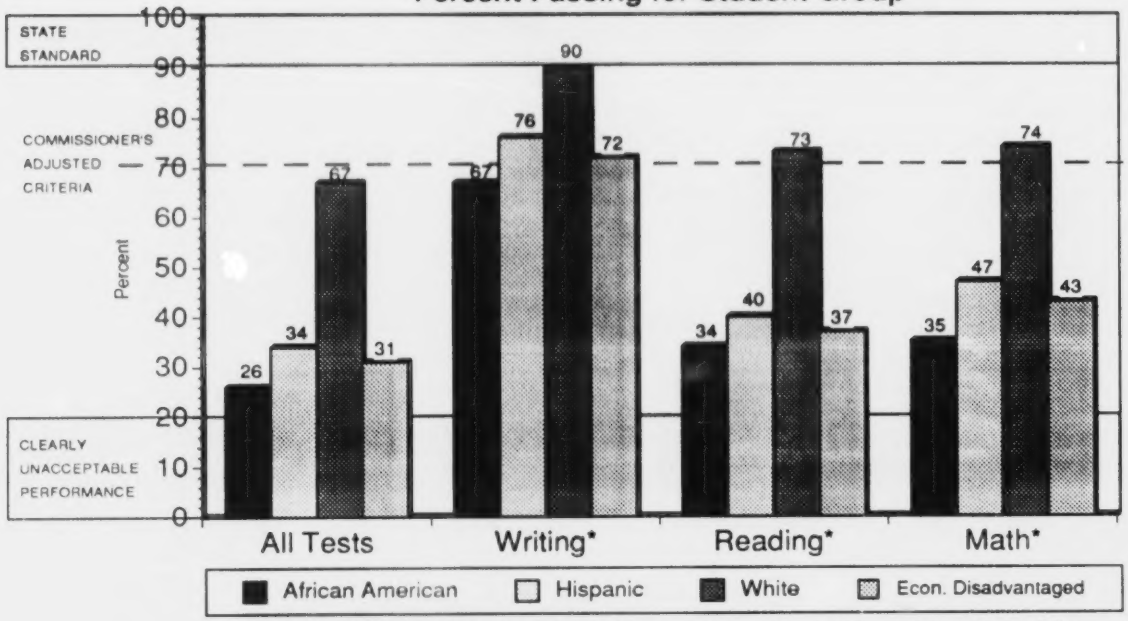


Figure 11
TAAS-4th Grade - Spring 1993
Percent Passing for Student Group



*These figures include all students tested. Figures for non-special education students, by ethnicity, were not available at the time of printing.

Figure 12
TAAS-8th Grade
Percent Passing for 1992-93

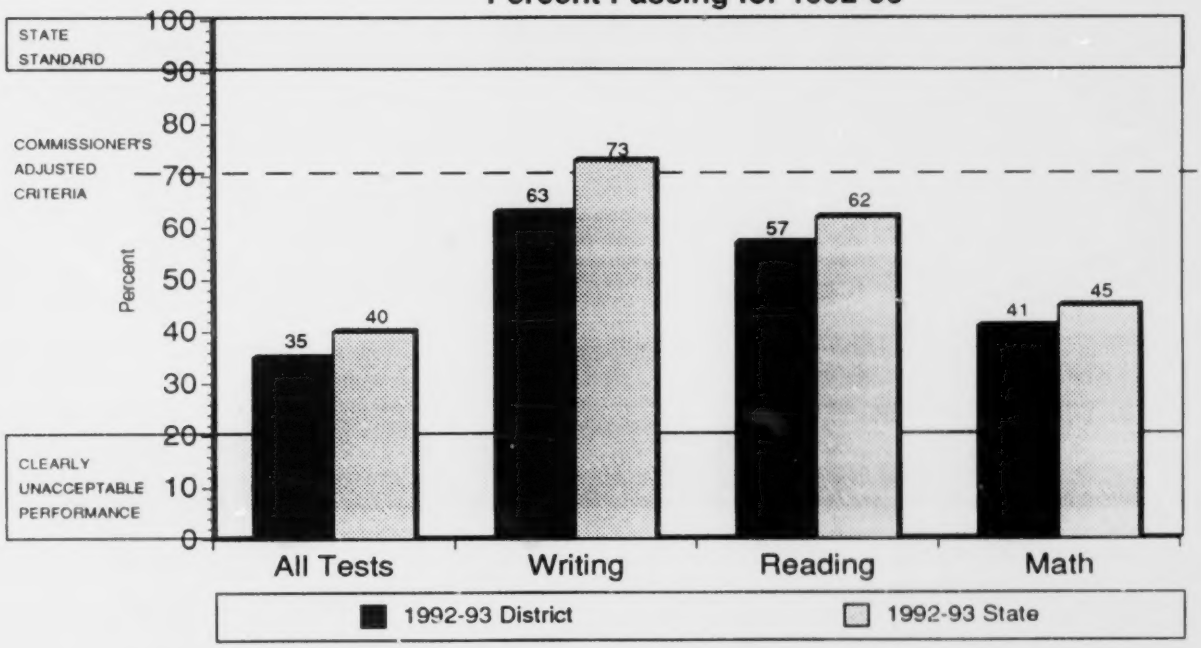
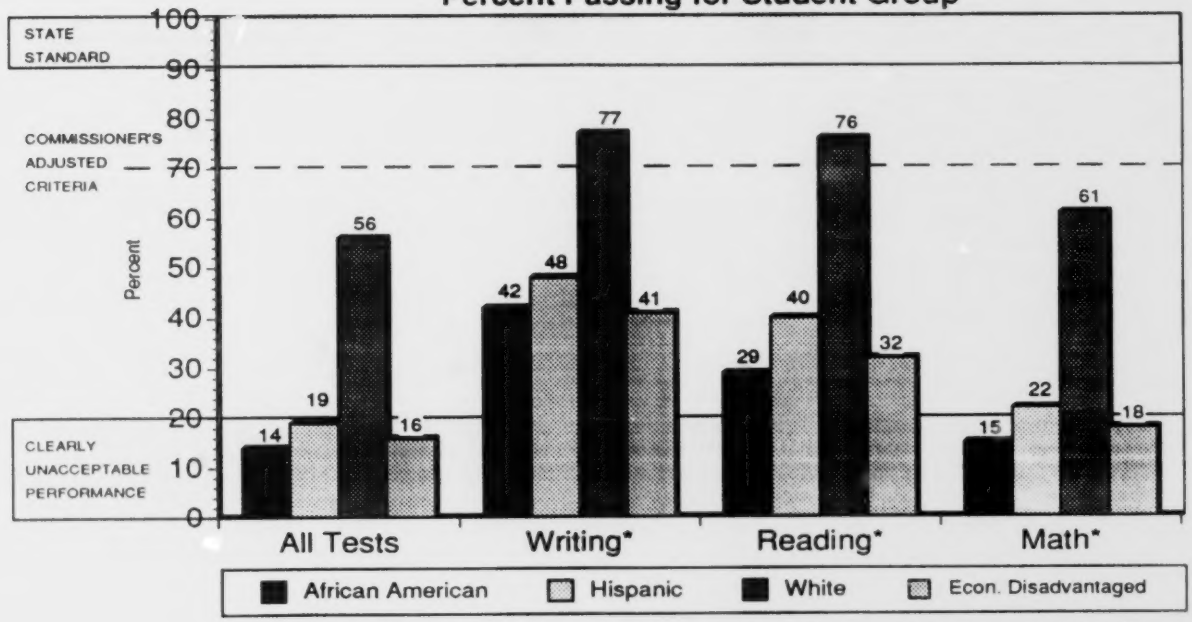


Figure 13
TAAS-8th Grade - Spring 1993
Percent Passing for Student Group



*These figures include all students tested. Figures for non-special education students, by ethnicity, were not available at the time of printing.

Figure 14
TAAS-10th Grade
Percent Passing for 1992-93

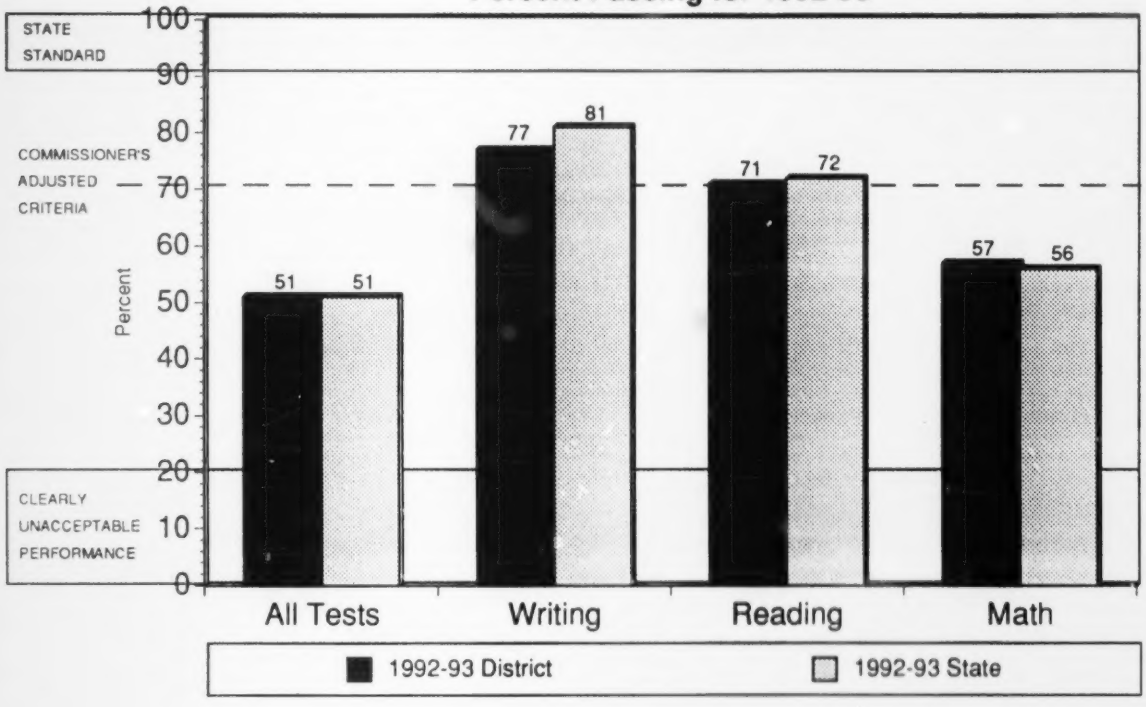
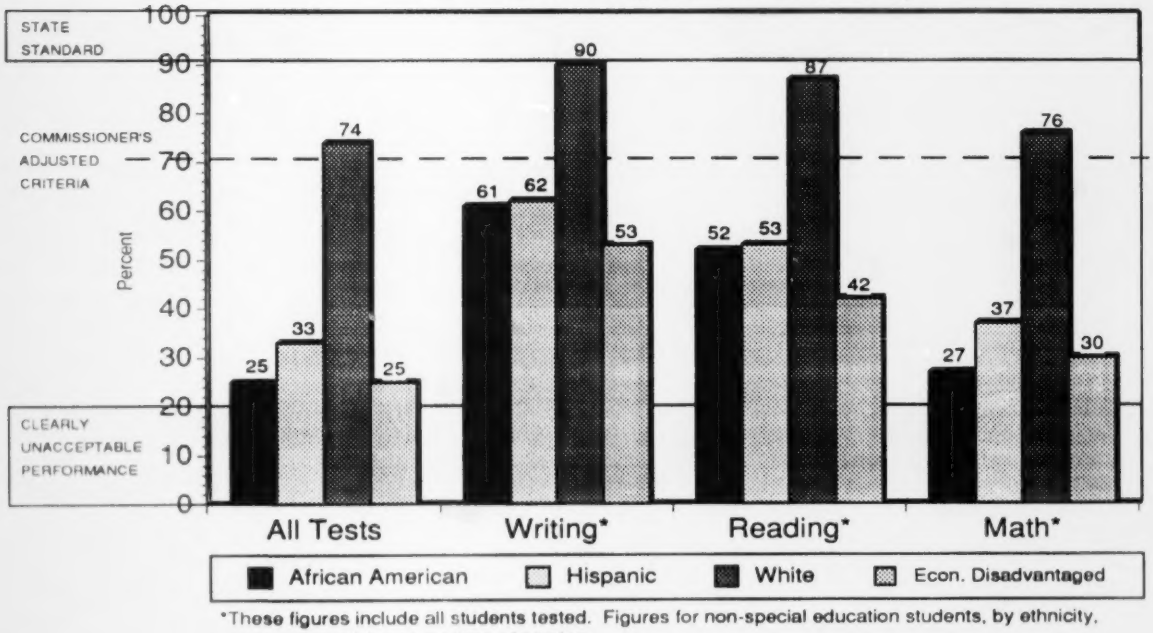


Figure 15
TAAS-10th Grade - Spring 1993
Percent Passing for Student Group



*These figures include all students tested. Figures for non-special education students, by ethnicity, were not available at the time of printing.

How Did AISD Students Perform on the TAAS Written Composition?

The TAAS writing test includes a written composition. To pass the written composition, a student must score 2, 3, or 4 points (wholistic scoring). The written composition represents three objectives and contributes significantly to the TAAS writing score. Figure 16 presents the written composition scores for students in all grades tested in AISD and Texas.

Figure 16
TAAS Fall 1992 and Spring 1993 Written Composition Scores

(Percentage of Students Obtaining Each Score)

		Failing Scores				Passing Scores					
		0		1		2		3		4	
	Grade	AISD	Texas	AISD	Texas	AISD	Texas	AISD	Texas	AISD	Texas
Fall	3	0	0	14	17	51	51	29	27	6	6
	7	1	0	14	14	30	30	42	42	13	14
	11	1	0	8	6	38	34	41	48	13	12
Spring	4	0	0	4	5	38	42	49	44	10	9
	8	1	0	14	7	50	40	31	43	4	9
	10	1	1	10	7	39	35	42	48	9	10

Figure 17
TAAS
Reasons for Failing the Written Composition

	Fall 1992						Spring 1993					
	Grades											
Deficiency	3		7		11		4		8		10	
	#	%	#	%	#	%	#	%	#	%	#	%
Lacked support and/or elaboration	556	81	573	90	237	89	159	87	557	95	311	93
Used wrong purpose/mode	142	21	60	9	3	1	14	8	4	1	1	0
Drifted from specific purpose/mode	114	17	129	20	51	19	13	7	6	1	1	0
Lacked organization or structure	128	19	450	70	33	12	18	10	32	5	28	8
Lacked clarity	36	5	4	1	9	3	9	5	6	1	11	3
Lacked language control	37	5	19	3	56	21	20	11	11	2	70	21
No writing attempted	11	2	19	3	11	4	5	3	21	4	13	4
Drifted from specific topic	20	3	6	1	1	0	3	2	0	0	3	1
Wrote off topic	3	0	1	0	3	1	3	2	7	1	1	0
Other	7	1	6	1	6	2	1	0	4	1	7	2

Written compositions (scores 0 or 1) are scored analytically to determine specific deficiencies. Figure 17 is a summary of the analytic scoring results for the fall 1992 and spring 1993 TAAS. Because a student may be deficient in more than one area, the percentages add up to more than 100%.

EXIT LEVEL TAAS

The 1990-91 junior class was the first class to graduate with the TAAS requirement. For the next five years, mastery of the Exit-Level TAAS is required for graduation from a Texas public school. The District is required to offer remedial courses and programs to all the students who fail the TAAS. Students not mastering the TAAS are encouraged to register in those courses and programs. Figure 18 shows the number of students who failed the TAAS in the spring and, therefore will have to retake it and pass it before they can receive a Texas high school diploma.

Figure 18
1992-93 Exit-Level TAAS
All Students

Subject	#Tested	*Non-Mastery* Number	Percent
Students tested in AISD in Spring 1993			
Writing	3230	791	24%
Reading	3101	935	30%
Mathematics	3111	1390	45%

The students who did not master the 1992-93 TAAS must take it again. The passing criterion is 70% of the items correct for all tests at all grades. In 1990-91 the passing criterion was 60% of the items correct for secondary schools and 65% for elementary grades. The State Board of Education sets the passing criteria for the TAAS.

At the exit level, students have the greatest difficulty with the mathematics test. Of all the mathematics objectives, "problem solving using solution strategies" has the lowest percent mastery followed by "use of multiplication," and "problem solving using mathematical representation." The lowest percent mastery in the reading test is, "inferences and generalizations" (a student analyzes information in order to make judgments and generalizations), and "use of spelling, capitalization, and punctuation" has the lowest percent mastery in the writing test.

How Many AISD Students Were Denied a Diploma Because They Did Not Pass the Exit-Level TAAS?

174 out of 3,068 potential graduates

In AISD, of 3,068 students who were required to take the Exit-Level TAAS and completed all other requirements for graduation, 174 (5.7%) were denied a diploma. Approximately 4.8% of the graduates were not required to pass the TAAS because they were exempt (special education).

Figure 19 presents a profile of the 174 students who were denied a diploma because they did not master one or more sections of the Exit-Level TAAS.

Figure 19
Profile of Students Not Graduating Because of Lack of TAAS Mastery

Areas Not Mastered:	47	- Writing
	67	- Reading
	125	- Mathematics
	174	- Total Number of Students
Ethnicity:	66	- African American
	64	- Hispanic
	26	- White
	18	- Other
Sex:	116	- female
	58	- male
English Proficiency:	30	- Limited-English Proficient (LEP)
Number of Attempts:	6	- 6 attempts or more
	90	- 5 attempts
	39	- 4 attempts
	13	- 3 attempts
	25	- 2 attempts
	1	- 1 attempt

How Did Limited-English-Proficient (LEP) Students Perform on the TAAS?

As shown in Figure 20 below, the greatest percentage of students passing the TAAS in AISD occurred at grade 3. The lowest percentage passing occurred at grades 7 and 8.

Figure 20*
LEP Students
Percent Passing TAAS in AISD, 1992-93

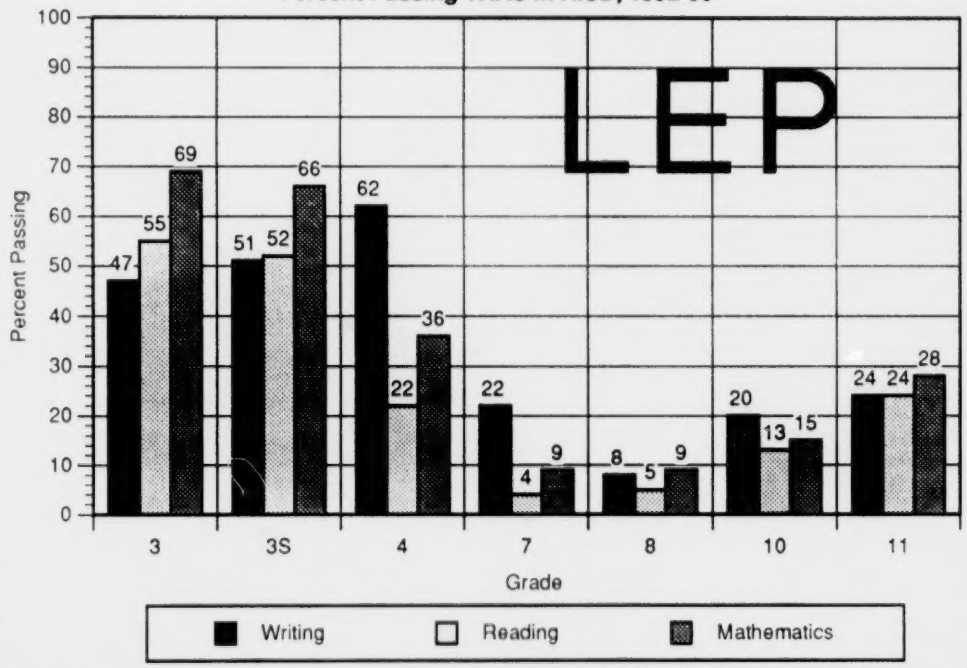


*Figure 20 includes all students tested. Data for non-special education LEP students was not available at the time of printing.

In Figure 21 below, AISD LEP students are compared to LEP students statewide. At grades 3 and 4 a greater percentage of AISD LEP students passed all TAAS tests taken than did LEP students statewide. At all other grade levels, however, AISD LEP students scored lower. The largest discrepancy occurred at grade 11 where only 5% of AISD LEP students passed all tests taken compared to 12% statewide.

Figure 21*
Percent Passing of All Tests Taken
LEP Students in AISD Compared to
LEP Students Statewide

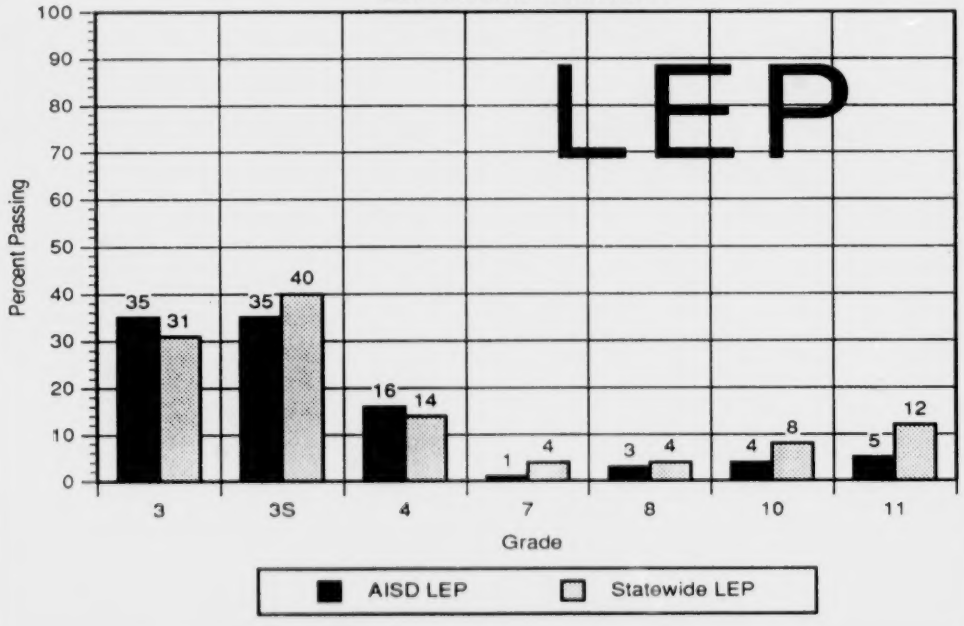


*Figure 21 includes all students tested. Data for non-special education LEP students was not available at the time of printing.

What Are the NAPT and ITBS?

Sections 21.551 and 21.559 of the Texas Education Code, directed the State to administer, score, and report the results of a nationally standardized norm-referenced test in grades 3-11 beginning with the 1991-92 school year. The State Board of Education authorized a contract with the Riverside Publishing Company to establish the Norm-Referenced Assessment Program for Texas (NAPT). The Norm-Referenced Assessment Program for Texas and the Iowa Tests of Basic Skills (ITBS) are norm-referenced tests (NRTs). NRTs are designed to measure student achievement in broadly defined skill areas that cover a wide range of achievement. Scores from NRTs (e.g., percentiles and grade equivalents) compare a student's performance with that of a nationwide sample of students at the same grade. Definitions of these key words appear on the inside cover of this report.

In order to determine how a school district performs in comparison to the nation, national norms provided by the test publishers are used. The most accurate comparisons are made with the most current norms available. This year, NAPT and ITBS scores are based on 1992 norms. Results from the April 1992 administration have been converted to 1992 norms.

Students in AISD took the ITBS (grades 1-8) from 1979-80 through 1990-91 and the TAP (grades 9-12) from 1983-84-1990-91. Results of these tests are reported in earlier publications. Because those tests were scored with different year norms and there is a large amount of error added every time the scores are recalculated with different norms, no longitudinal comparisons are made with years prior to 1992.

In the second year of the NAPT, all eligible students statewide were required to take the reading and mathematics tests. AISD continued to administer these subtests: language, social studies, and science. A reading and mathematics composite was provided at the state, district, campus, and student level. A reading, mathematics, and language composite was also provided for districts who administered the optional tests.

Figure 22 shows the percent of students at each grade who scored in each quartile on the 1993 NAPT. Figures 23-25 show the percent of students by ethnicity who scored in each quartile on the 1993 NAPT.

Figure 22
Percent of Students Scoring in Each Quartile on the 1992 and 93 NAPT

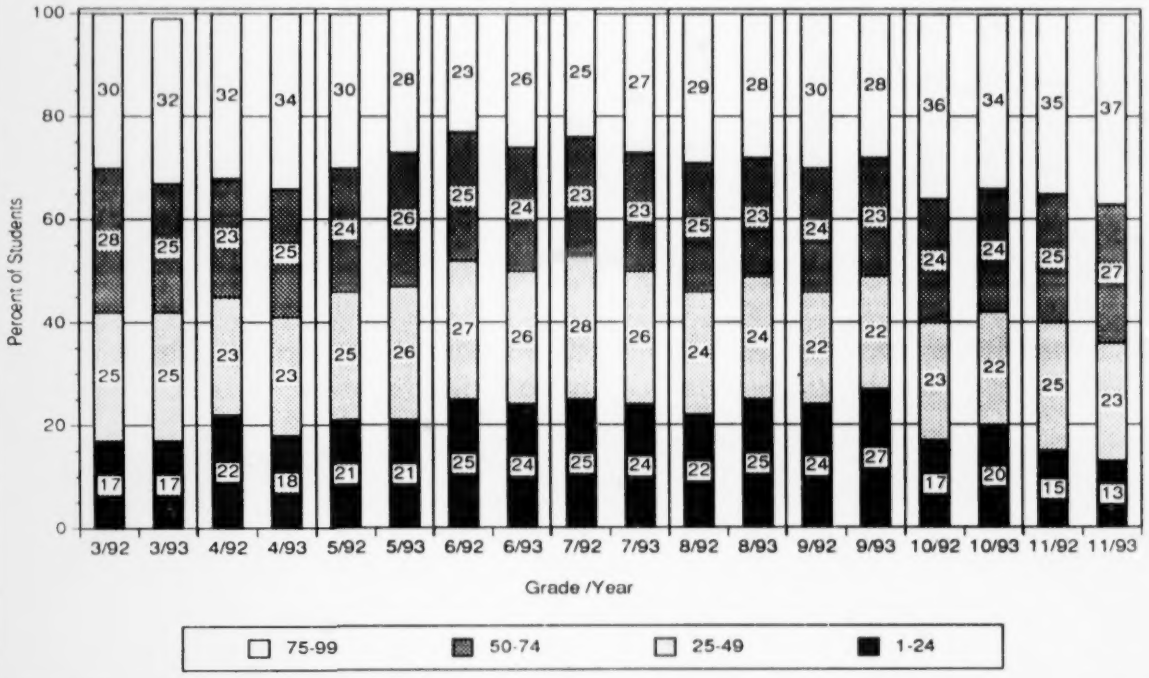


Figure 23
Percent of African American Students Who Scored in Each Quartile on the 1993 NAPT

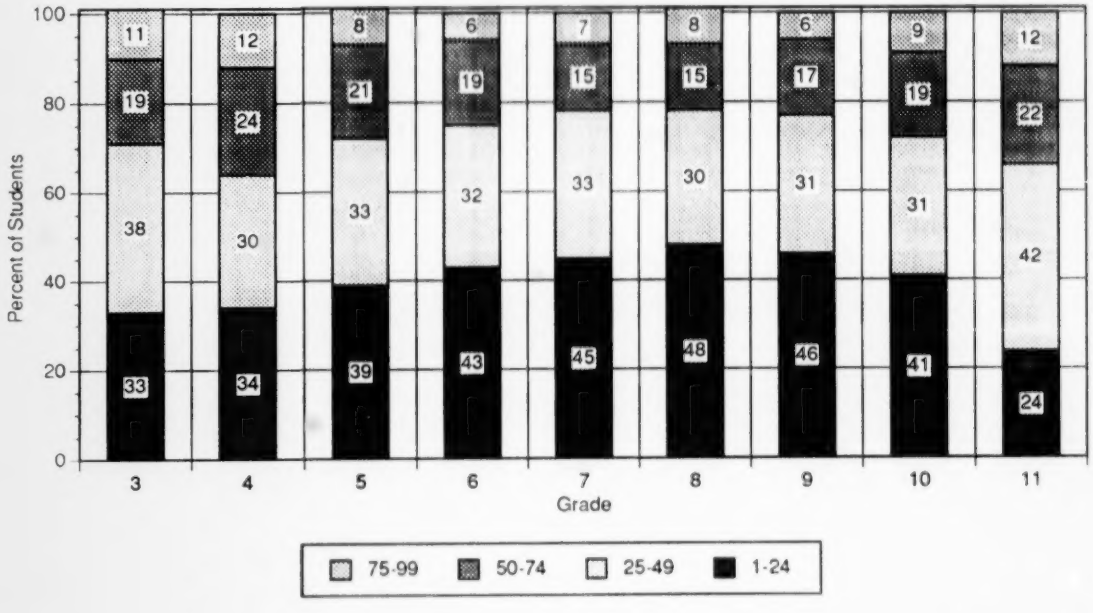


Figure 24
Percent of Hispanic Students Who Scored in Each Quartile on the 1993 NAPT

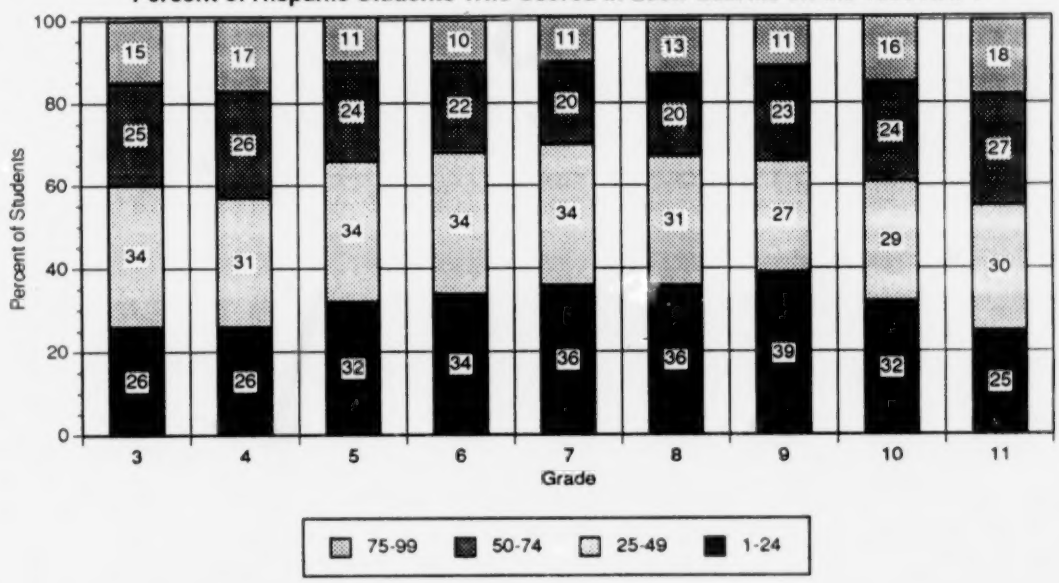
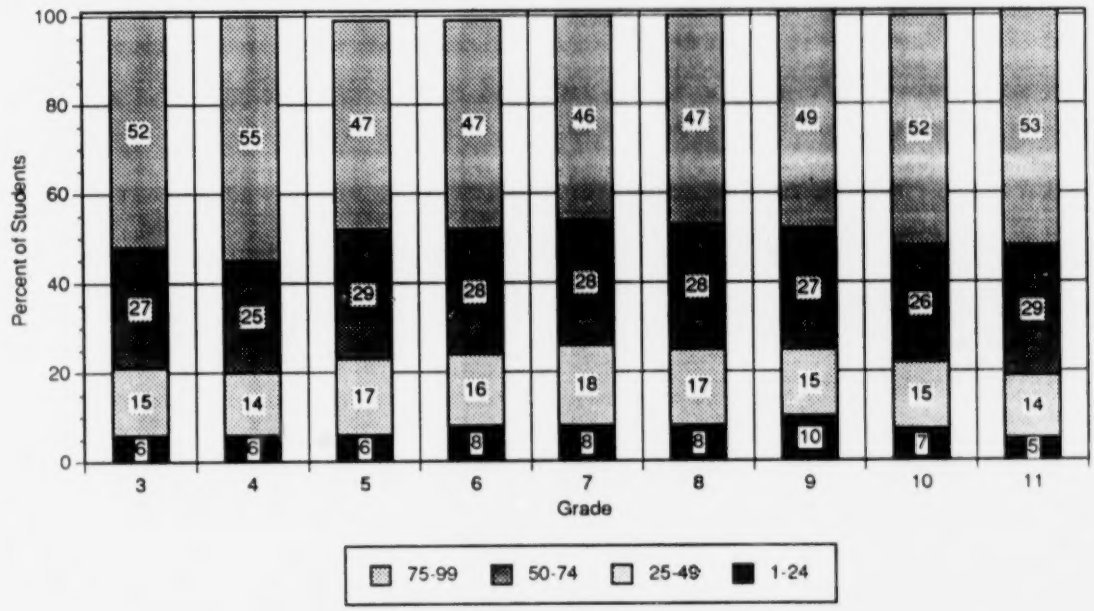


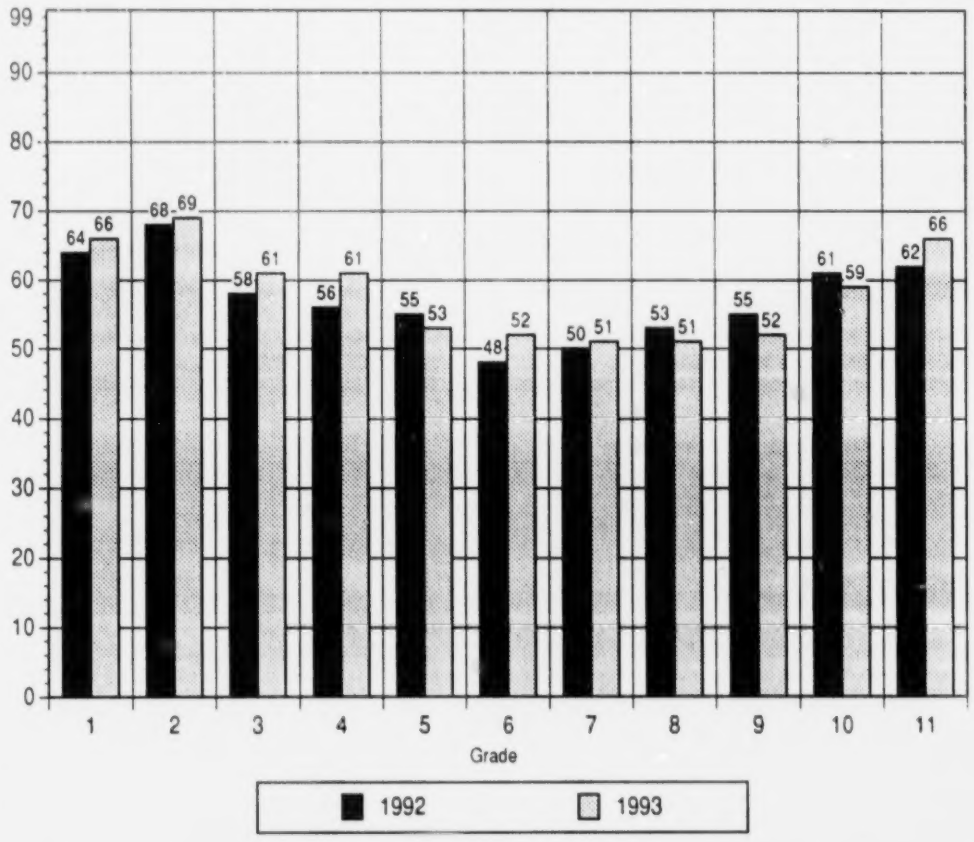
Figure 25
Percent of White/other Students Who Scored in Each Quartile on the 1993 NAPT



How Does 1993 Achievement Compare to 1992?

Scores from the Form 1, 1992 NAPT and ITBS have been recalculated using 1992 norms (as used by 1993 NAPT). Because every time a score is converted to a different set of norms an unknown amount of error is introduced, interpretations and decisions made based on the comparisons presented below must be made with caution. In seven grades (1, 2, 3, 4, 6, 7, and 11), performance increased in 1993. There was a decrease in performance at grades 5, 8, 9, and 10. Figure 26 shows NAPT reading and mathematics composite score changes for 1992 and 1993.

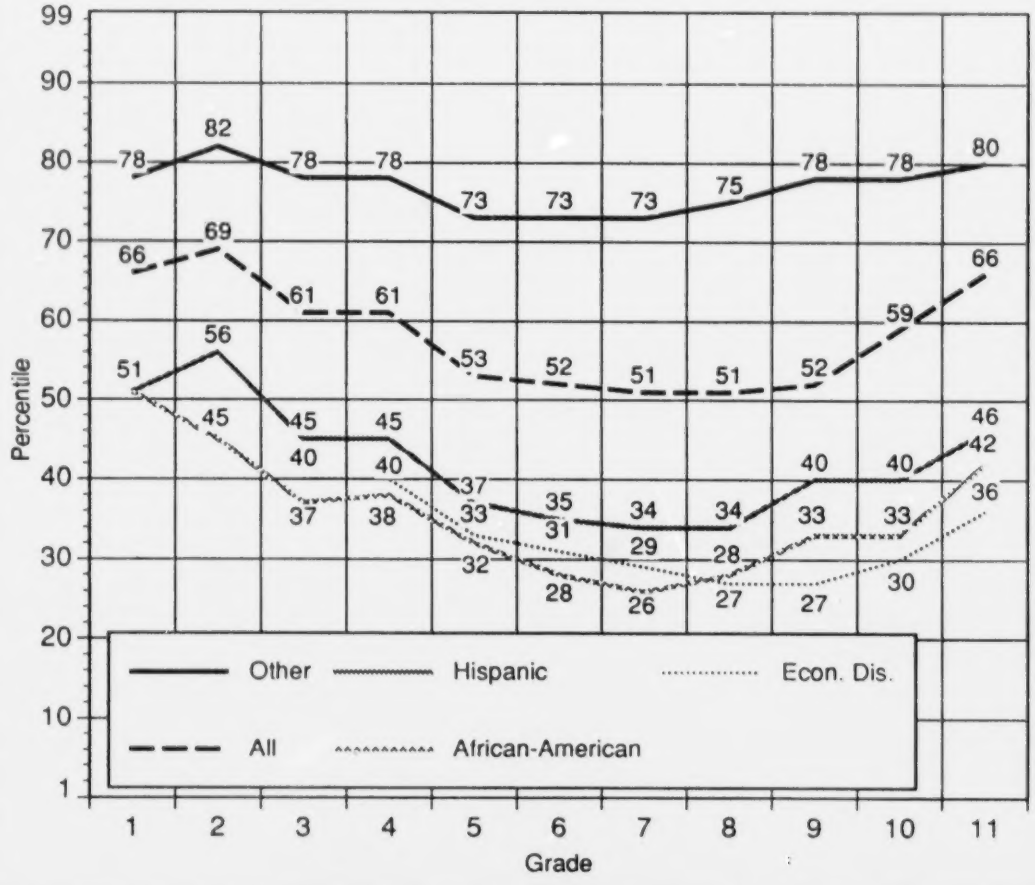
Figure 26
Reading/Mathematics Composite Score Changes
ITBS/NAPT 1992-1993



How Does AISD Student Achievement Compare to the National Average?

In 1992-93, reading and mathematics composite scores for all students were at or above the 50th percentile, the national average (Figure 27). AISD students reflect the national trends of minority student achievement following closely the achievement of economically disadvantaged students. These three groups perform lower than white students and students who are not economically disadvantaged.

Figure 27
1993 NAPT and ITBS
Reading/Mathematics Composite Percentiles, 1992 Norms

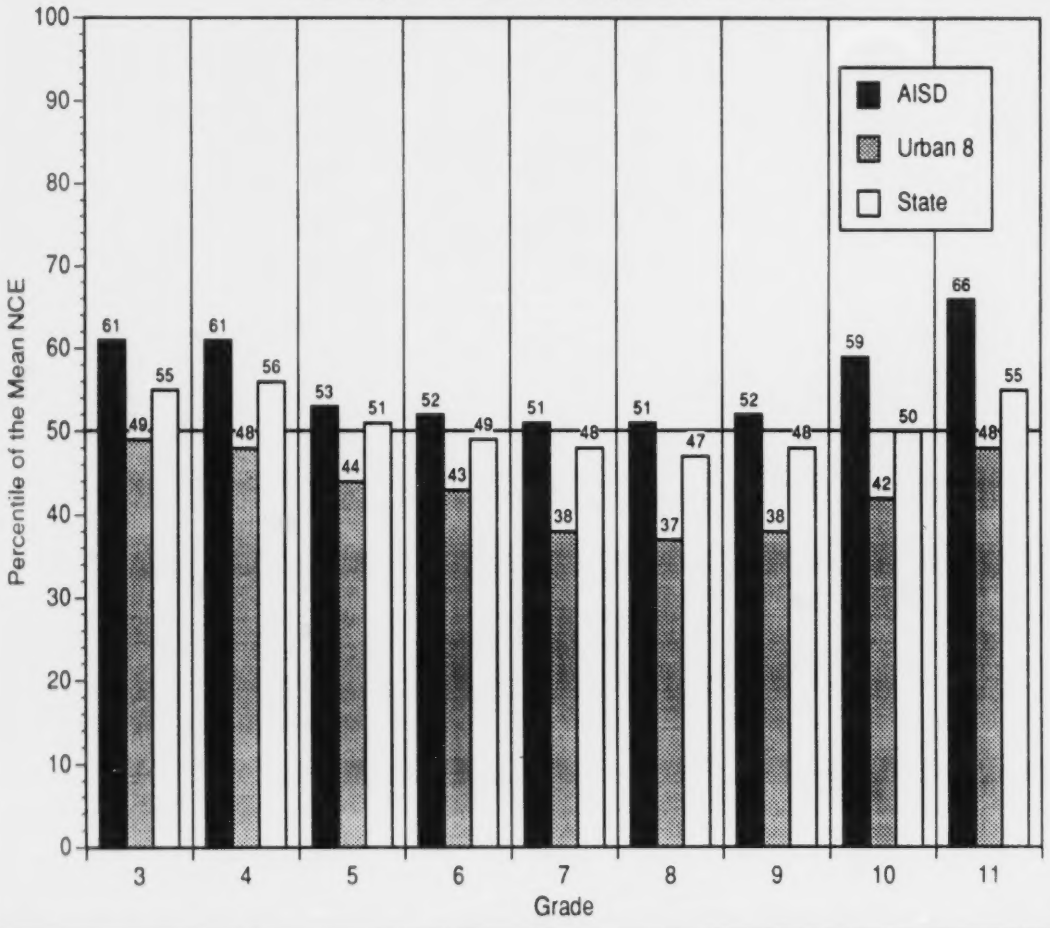


Scores for economically disadvantaged students in grades 1 and 2 were not available at the time of printing.

How Does Student Achievement Compare to Urban 8 and State Averages?

Reading and mathematics composite scores on the NAPT in grades 3-11 are **well above the State and Urban 8 averages**. Reading and mathematics composites are at above the 50th percentile in all grades. Figure 28 shows reading and math composites for AISD, Urban 8, and the State.

Figure 28
NAPT 1993 Percentiles
Reading/Mathematics Composite, 1992 Norms



How Did Minority Students Perform on the NAPT and ITBS?

Figure 29 is a summary by ethnicity showing the grades at which students obtained the highest and lowest scores for each subtest. Minority student achievement is below the AISD average at all grades and is generally below the national average. However, some minority students score in the highest ranges of the NAPT and ITBS, above the average for nonminority students in AISD.

Figure 29

Highest and Lowest Performance on 1993 ITBS/NAPT

African American Students

	Highest Averages	Lowest Averages
	Grades	Grades
Reading	--	8, 9
Mathematics	11	6, 7, 8
Language	3, 4, 7, 10, 11	--
Social Studies	--	5
Science	11	6, 8
Word Analysis	--	--

Hispanic Students

	Highest Averages	Lowest Averages
	Grades	Grades
Reading	--	5, 6, 7, 8, 9
Mathematics	3, 11	5, 6, 7, 8
Language	4, 11	--
Social Studies	11	5, 7, 9
Science	11	6, 7, 8, 9
Word Analysis	1	--

All Students

	Highest Averages	Lowest Averages
	Grades	Grades
Reading	11	9
Mathematics	3, 4, 10, 11	7, 8
Language	4, 10, 11	--
Social Studies	3, 10, 11	--
Science	4, 10, 11	7, 8
Word Analysis	1, 2	1, 2

Higher-Order Thinking Skills

Higher-order thinking skills (HOTS) involve thought processes that are more complex than mere recall of information or simple comprehension and may involve interpretation, inference, classification, analysis, or comparison. Scores in higher-order thinking skills were higher than the national average in 37 out of 45 comparisons. Figure 30 shows the grades and areas of the NAPT in which AISD scored higher, the same, and lower than the national average. More detail is presented in Attachment 7.

Figure 30

NAPT HIGHER-ORDER THINKING SKILLS (HOTS)

AISD in Comparison to National Average

Grade	Reading Comprehension	Mathematics	Language	Social Studies	Science
3	H	H	H	H	H
4	H	H	H	H	H
5	S	H	H	H	H
6	H	L	H	H	L
7	H	L	H	H	L
8	H	L	H	H	L
9	L	H	H	H	H
10	H	H	H	H	H
11	H	H	H	H	H

H = Higher
S = Same
L = Lower

Achievement of Limited-English-Proficient (LEP) Students

This section presents the results of LEP students on the ITBS and NAPT. AISD has LEP students representing 59 different language backgrounds. The largest language group represented is Spanish.

Total LEP enrollment as of August 1993 was 7,373. There were 1,092 LEP students tested in spring of 1993.

Of those tested:

- 39% of Spanish-speaking students are listed as dominant in their home language.
- Over one third of the Spanish-speaking students were served in bilingual programs. Over half of Spanish-speaking students were served in ESL programs.

Figure 31
Characteristics of Spanish-speaking LEP Students Tested

Number Tested = 986

Years in AISD	
1	2%
2-3	12%
4-5	33%
Over 5	53%
Dominant in:	
Other Language (A, B)	39%
Balanced (C)	28%
English (D, E)	33%
Programs:	
Bilingual	40%
ESL	56%
LAMP	4%
Special Education	2%

Spanish-Background LEP Performance

Spanish-speaking LEP students in 1992-93 scored:

- Highest in mathematics at 9 of 11 grades (except grades 1 and 2 where reading was highest), and
- Lowest in reading at grades 3-11.

Gains between spring 1992 and spring 1993 for students with Spanish language backgrounds in grades 1-11, exceeded 1.0 grade equivalents (GEs):

- At 1 of 11 grades in mathematics and
- At 2 of 11 grades in reading.

Grade levels that appear to need extra attention include 1, 3, 5, 6, 7, 8, 9, and 11 with gains of less than 1.0.

Characteristics of Spanish-speaking students who were tested with the ITBS or the NAPT in 1993 are presented in Figure 31.

Students who were not required to be tested with the NAPT had the option of taking La Prueba de Realizacion--a Spanish norm-referenced achievement test published by the Riverside Publishing Company.

Figure 32
Characteristics of Other-speaking LEP Students Tested

Number Tested = 106

Years in AISD	
1	9%
2-3	43%
4-5	37%
Over 5	10%
Dominant in:	
Other Language (A, B)	84%
Balanced (C)	7%
English (D, E)	9%
Programs:	
Bilingual	21%
ESL	78%
LAMP	1%

Other-Background LEP Performance

Other-speaking LEP students in 1992-93 scored:

- Highest in mathematics at 8 of 10 grades (except grades 2 and 3 where reading was highest) and
- Lowest in reading at grades 1 and 4-11.

Gains between spring 1992 and spring 1993 for students with Spanish language backgrounds in grades 1-11 exceeded 1.0 GEs:

- At 7 of 10 grades in mathematics and
- At 6 of 10 grades in reading.

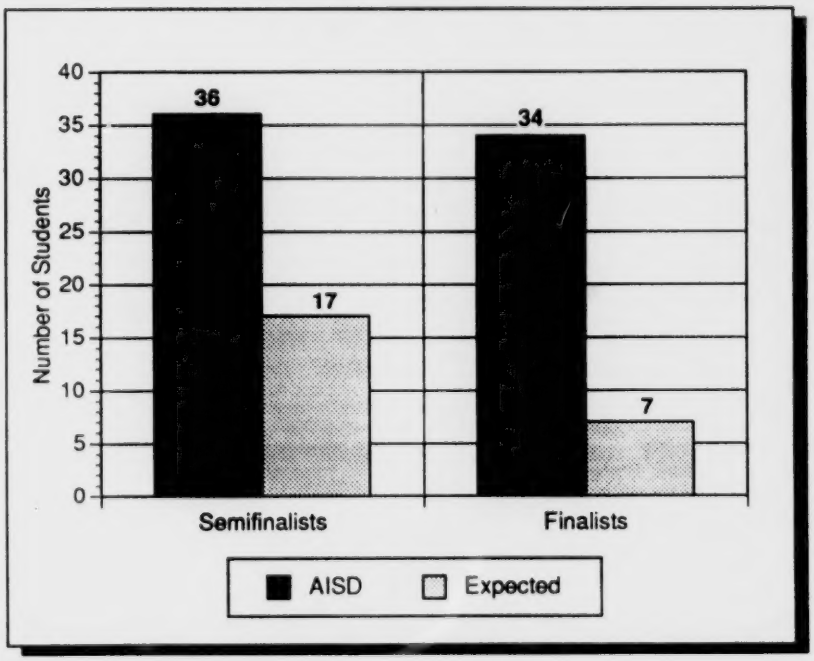
Other-speaking LEP students at grades 2, 4, 6, 7, and 11 made gains of more than 1.0 in both subject areas.

Characteristics of students who speak languages other than English or Spanish are presented in Figure 32.

How Did AISD Students Compare to Others Taking College Admissions Tests?

- AISD seniors who take the Scholastic Aptitude Test (SAT) score higher than do students nationwide and statewide.
- AISD had 34 National Merit Scholarship finalists in 1993. This represents 4.7 times the expected number for a district of this size.
- AISD had 36 National Merit Scholarship semifinalists in 1993. This represents 2.1 times the expected number for a district this size (Figure 33).
- The number of finalists and semifinalists for AISD has declined slightly from 1992.
- A higher percentage of AISD's seniors took college entrance tests compared to students nationwide and statewide.

Figure 33
National Merit Scholarship
Finalists and Semifinalists in AISD 1993

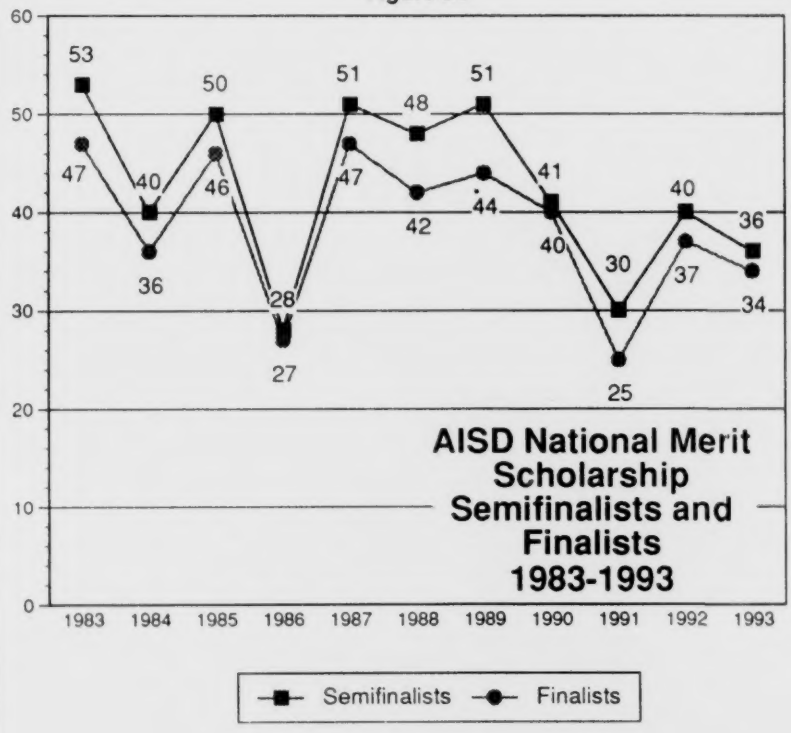


Although a higher percentage of AISD's seniors generally take the Scholastic Aptitude Test (SAT) compared to seniors nationwide, AISD's average scores are higher than the national averages (see Figures 35 and 36 and Attachment 9).

The SAT mathematics scores of AISD students increased two points as did national scores. In the mathematics section, AISD scored 18 points higher than the national average and 24 points higher than the state average. The verbal scores of AISD students and students nationwide increased one point from last year. In the verbal section, AISD scored 12 points higher than the national average and 23 points higher than the state average.

Each year, many AISD students take the National Merit Scholarship Qualifying Test, also known as the Preliminary Scholastic Aptitude Test, in their junior year. The numbers of National Merit Scholarship semifinalists and finalists for the past ten years are shown below in Figure 34. Of the juniors tested in 1992-93 (1,453), 36 became semifinalists and 34 became finalists.

Figure 34



The College Board calculates the number of finalists and semifinalists as follows:

Finalists = 0.5% of students tested
Semifinalists = 1.2% of students tested

Figure 35 SAT Mathematics

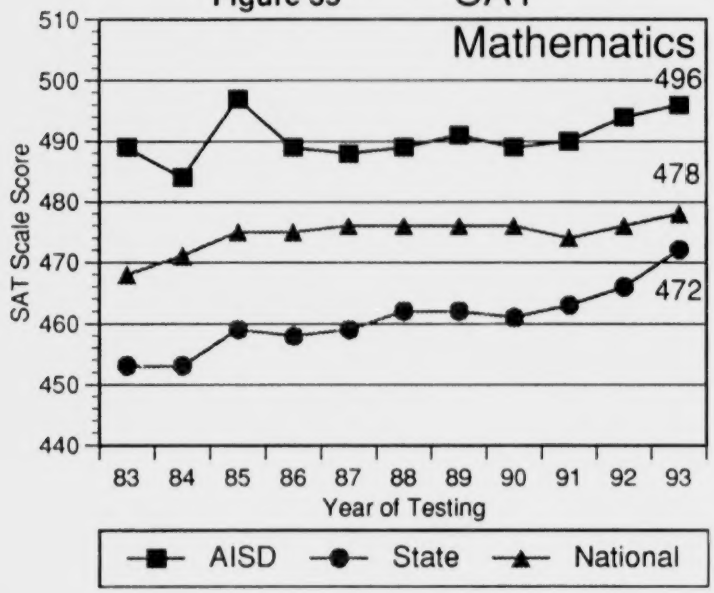
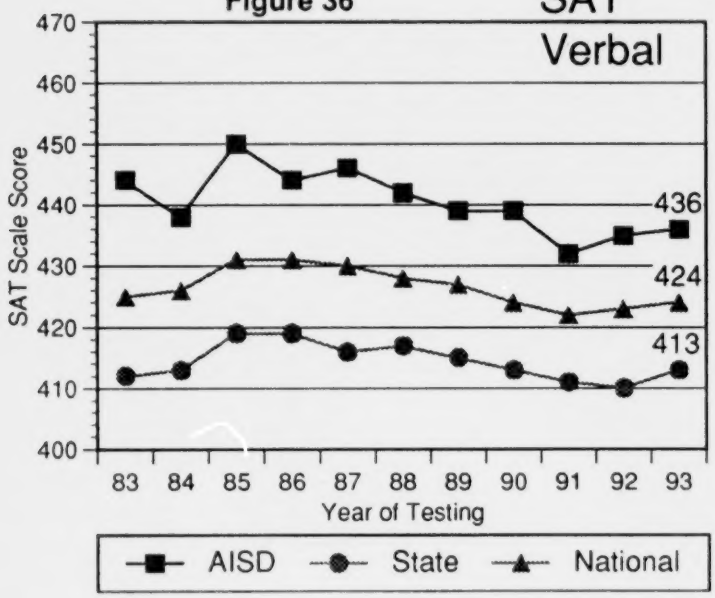


Figure 36 SAT Verbal



1993 AEIS Report of College Entrance Examinations

The Texas Academic Excellence Indicator System (AEIS) reports the percentage of students who take college entrance examinations (ACT and SAT) and the percentage of students who score at or above the State standard (SAT = 1000; ACT = 24). Figures 37 and 38 show AISD's performance on these two indicators.

Figure 37
College Admissions Tests
Austin Independent School District
High School Graduates Tested
By Student Group for 1990-91 & 1991-92

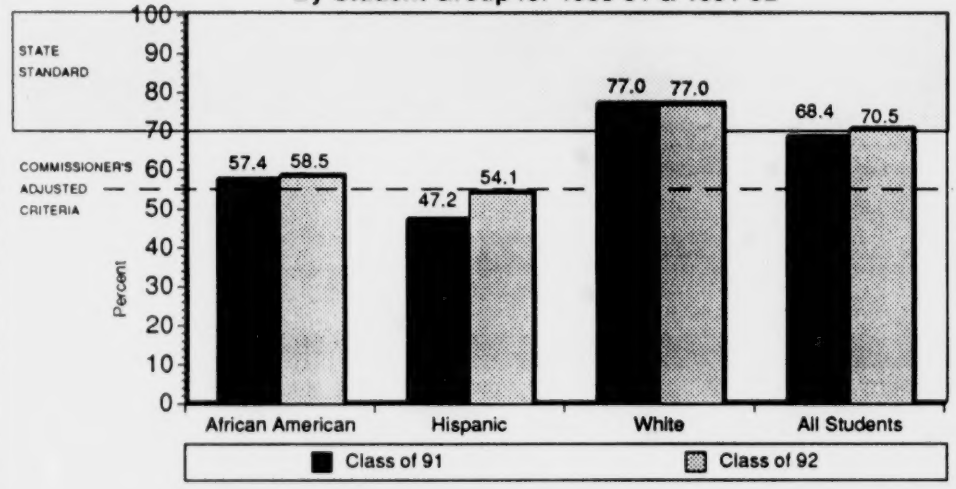
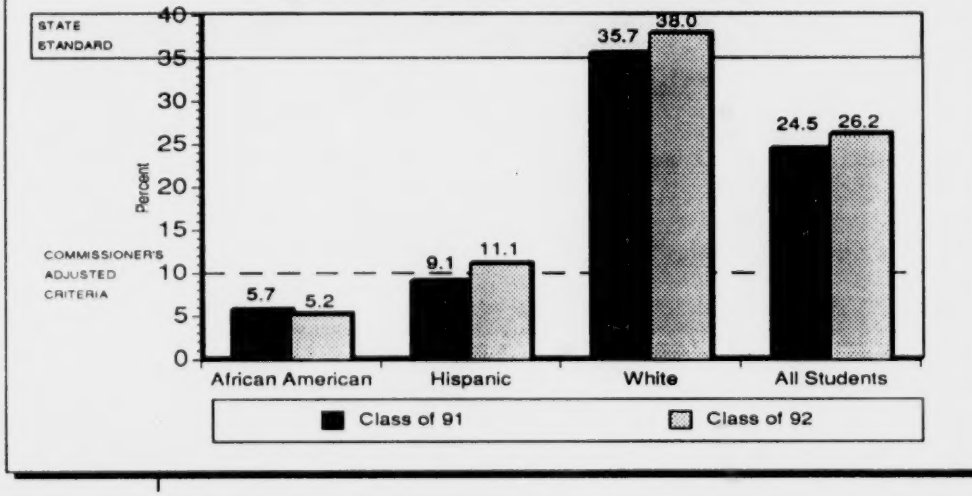


Figure 38
College Admissions Tests
Austin Independent School District
High School Graduates at or Above Criterion
By Student Group for 1990-91 & 1991-92



Attachments

Attachment 1.	TAAS comparison
Attachment 2.	TAAS summary , non-special education students in AISD, Urban 8, and Texas, 1992-1993
Attachment 3.	Percentage of students mastering the TAAS by ethnicity in AISD and Texas, 1992-1993
Attachment 4.	Performance by ethnicity, of Urban 8 students on TAAS, 1992-93
Attachment 5.	NAPT percentile/rank among Urban 8
Attachment 6.	Performance of AISD, Urban 8, and State on the NAPT
Attachment 7.	NAPT HOTS performance
Attachment 8.	LEP ITBS/NAPT Achievement for students with Spanish and Other language backgrounds
Attachment 9.	Performance of AISD students compared to Texas and the nation on the Scholastic Aptitude Test (SAT)
Attachment 10.	Test results by campus for TAAS, ITBS, NAPT, SAT, and ACT

Bibliography

For more information on TAAS, ITBS, and NAPT performance by ethnicity, economically disadvantaged status and other demographic data, see Achievement Profiles, 1992-93, ORE Pub. No. 92.35.

TAAS Comparison

The number of items correct necessary to achieve a particular scale score may vary from test form to test form. The passing score for TAAS was set at 1500, representing the minimum expectations standard as set by the State Board of Education. Scale scores are used primarily so that individual student scale scores can be compared to a constant standard of 1500 across test administrations. The higher the value of a scale score, the higher the level of achievement.

The scale score system that was developed for the TAAS program aligns a 1500 scale score with a raw score which represented correct responses on approximately 70% of the items administered during the first year of the TAAS program in October 1990. As subsequent forms are used in future years, the correspondence between the 70% correct raw score and 1500 scale score may fluctuate because of the differences in difficulty of the test forms.

The following table shows the number of items required to attain a scale score of 1500 and 70% minimum expectation passing standard. Each writing raw score is based on the score on the written composition (2, 3, or 4).

Fall 1992 TAAS Grade 3	Minimum Scale Score	Number of Items	70% of Items Correct
Writing	1500	22	16 - 2
Reading	1500	35	24
Mathematics	1500	44	30
Grade 7			
Writing	1500	36	26 - 2
Reading	1500	40	28
Mathematics	1500	56	38
Exit-Level			
Writing	1500	40	28 - 2 18 - 3 8 - 4
Reading	1500	48	34
Mathematics	1500	60	42
Spring 1993 TAAS **Grade 4**			
Writing	1500	28	19 -2
Reading	1500	40	28
Mathematics	1500	50	35
Grade 8			
Writing	1500	40	28 - 2
Reading	1500	48	34
Mathematics	1500	60	42
Exit-Level			
Writing	1500	40	28 - 2 18 - 3 8 - 4
Reading	1500	48	34
Mathematics	1500	60	42

Scale score of 1500 is 70% mastery.

Attachment 2

PERCENTAGE OF STUDENTS PASSING TAAS
1992-1993
NON SPECIAL EDUCATION STUDENTS

	Fall 1992									Spring 1993								
	GRADE 3			GRADE 7			GRADE 11			GRADE 4			GRADE 8			GRADE 10		
	AUSTIN 1992	JUEC 1992	TEXAS 1992	AUSTIN 1992	JUEC 1992	TEXAS 1992	AUSTIN 1992	JUEC 1992	TEXAS 1992	AUSTIN 1993	JUEC 1993	TEXAS 1993	AUSTIN 1993	JUEC 1993	TEXAS 1993	AUSTIN 1993	JUEC 1993	TEXAS 1993
WRITING																		
Written Composition	35	28	33	56	49	57	55	50	60	60	48	54	36	41	54	52	42	59
Average Scale Score	1572	1546	1573	1608	1552	1613	1659	1619	1667	1644	1596	1635	1553	1549	1608	1640	1583	1655
Met Minimum Expectation	67	64	68	67	59	69	81	76	83	83	78	83	63	61	73	77	70	81
Mastered All Objectives	23	18	23	28	18	26	26	22	29	29	23	29	15	12	20	29	21	32
READING																		
Average Scale Score	1651	1620	1659	1483	1437	1501	1657	1594	1638	1546	1483	1546	1533	1486	1560	1619	1548	1607
Met Minimum Expectation	77	72	79	49	38	53	78	69	76	57	45	58	57	47	62	71	61	72
Mastered All Objectives	48	42	49	10	6	10	32	24	30	20	13	20	28	18	29	38	25	35
MATHEMATICS																		
Average Scale Score	1659	1638	1671	1485	1458	1516	1567	1515	1564	1558	1503	1557	1462	1410	1484	1551	1476	1540
Met Minimum Expectation	82	78	84	45	40	52	60	50	61	60	50	61	41	30	45	57	43	56
Mastered All Objectives	29	25	30	8	5	9	21	13	19	19	13	18	11	7	11	24	14	20
All Tests Taken Met Minimum Expectation	59	54	61	36	27	40	54	44	54	48	37	49	35	26	40	51	38	51
Mastered All Objectives	12	9	12	3	2	3	9	6	8	8	5	8	5	3	6	13	7	11
Total Number Tested	4946	43421	229809	4431	44832	242813	3142	30146	179447	4871	44480	235269	3890	39498	225723	3315	34854	200538

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PERCENTAGE OF STUDENTS PASSING THE TAAS BY ETHNICITY
AISD and TEXAS, 1992-93 - ALL STUDENTS TESTED*

	NATIVE --AMERICAN--		--ASIAN--		AFRICAN --AMERICAN--		--HISPANIC--		--WHITE--		ALL --STUDENTS--	
	AISD	TEXAS	AISD	TEXAS	AISD	TEXAS	AISD	TEXAS	AISD	TEXAS	AISD	TEXAS
GRADE 3												
WRITING	53	65	86	79	50	56	58	57	80	76	67	67
READING	73	78	89	88	63	69	66	69	89	87	76	79
MATHEMATICS	80	84	95	93	65	71	76	76	92	91	81	84
ALL TESTS TAKEN	50	59	81	75	39	45	47	47	75	70	59	60
GRADE 7												
WRITING	82	70	77	78	50	53	54	56	82	78	66	67
READING	23	55	62	69	26	33	30	33	72	67	47	51
MATHEMATICS	31	52	79	78	22	31	28	36	66	65	43	51
ALL TESTS TAKEN	8	41	55	60	14	19	18	22	57	53	34	38
GRADE 11												
WRITING	71	80	58	78	67	74	72	73	89	90	79	82
READING	75	80	61	74	59	62	66	63	90	86	77	76
MATHEMATICS	67	63	78	79	31	37	42	45	78	73	59	60
ALL TESTS TAKEN	33	55	49	63	25	32	36	38	73	67	53	54
GRADE 4												
WRITING	92	79	92	92	67	70	76	73	90	89	81	81
READING	53	54	83	70	34	37	40	41	73	70	55	56
MATHEMATICS	73	59	89	81	35	39	47	47	74	72	58	60
ALL TESTS TAKEN	47	44	78	66	24	27	32	32	64	61	46	47
GRADE 8												
WRITING	75	73	83	81	42	58	48	58	77	81	60	71
READING	69	60	68	74	29	39	40	43	76	75	54	60
MATHEMATICS	46	43	74	71	15	20	22	25	61	59	39	43
ALL TESTS TAKEN	43	37	62	61	12	17	17	21	53	53	33	38
GRADE 10												
WRITING	80	79	65	75	61	70	62	69	90	89	76	80
READING	63	70	64	72	52	54	53	54	87	84	70	70
MATHEMATICS	50	54	70	75	27	33	37	40	76	69	55	55
ALL TESTS TAKEN	50	46	54	61	24	28	33	33	71	64	50	49

* Includes special education students

PERCENTAGE OF STUDENTS PASSING TAAS: 1992-93
BY ETHNICITY - URBAN 8
ALL STUDENTS TESTED*

	Fall 1992																		Spring 1993											
	GRADE 3						GRADE 7						GRADE 11						GRADE 4						GRADE 8					
	NA	A	AA	H	W	TOT	NA	A	AA	H	W	TOT	NA	A	AA	H	W	TOT	NA	A	AA	H	W	TOT	NA	A	AA	H	W	TOT
AUSTIN	50	81	39	47	75	59	8	55	14	18	57	34	33	49	25	36	73	53	47	78	24	32	64	46	43	62	12	17	53	33
CORPUS CHRISTI	-	79	48	54	71	59	-	77	18	26	54	33	-	75	28	39	66	46	-	68	29	37	61	43	-	57	20	21	53	30
DALLAS	51	65	52	49	71	54	23	51	20	20	46	24	57	41	34	34	67	38	32	50	25	27	57	31	30	48	16	22	45	23
EL PASO	-	64	40	48	74	55	17	48	20	20	53	28	20	62	34	39	69	46	-	68	32	33	61	40	-	56	17	20	47	26
FORT WORTH	64	66	39	42	73	53	55	47	17	21	55	32	62	55	25	33	67	43	27	43	21	28	56	36	-	41	13	21	50	28
HOUSTON	52	70	51	47	79	55	26	55	16	17	58	23	50	59	35	34	78	43	11	65	30	30	68	37	31	56	14	16	59	22
SAN ANTONIO	10	53	28	34	59	35	-	18	13	16	30	16	-	29	27	36	60	37	17	13	15	19	38	20	-	31	13	15	33	16
YSLETA	44	46	53	54	67	56	20	35	16	21	41	24	-	68	38	38	62	41	27	57	37	31	51	34	21	43	14	22	45	25
URBAN 8	47	69	48	46	74	53	26	52	17	19	53	26	35	54	32	36	70	43	27	60	26	29	60	36	25	53	15	19	51	25
TEXAS	59	75	45	47	70	60	41	60	19	22	53	38	55	63	32	38	67	54	44	66	27	32	61	47	37	61	17	21	53	38

	GRADE 10					
	NA	A	AA	H	W	TOT
AUSTIN	50	54	24	33	71	50
CORPUS CHRISTI	-	58	23	37	66	44
DALLAS	32	33	26	28	62	32
EL PASO	50	71	28	29	62	36
FORT WORTH	22	40	21	23	65	37
HOUSTON	46	57	30	28	69	37
SAN ANTONIO	-	42	22	29	40	29
YSLETA	19	67	36	32	50	35
URBAN 8	34	52	27	30	65	37
TEXAS	46	61	28	33	64	49

*Includes special education students

-No data reported for fewer than five students

NA = Native American
A = Asian
AA = African American
H = Hispanic
W = White
TOT = Total

NATIONAL PERCENTILES
1993 NAPT SUMMARY
AUSTIN, URBAN 8, AND TEXAS

	GRADE 3			GRADE 4			GRADE 5		
	AUSTIN	URBAN 8	TEXAS	AUSTIN	URBAN 8	TEXAS	AUSTIN	URBAN 8	TEXAS
Reading Comprehension	56	44	51	58	46	53	52	45	49
Concepts & Estimation	61	53	57	59	49	55	54	46	52
Prob. Solving & Data Interp.	66	55	61	64	52	60	55	46	52
TOTAL MATHEMATICS	64	54	59	63	51	58	54	45	52
READING/MATH COMP	61	49	55	61	48	56	53	44	51
LANGUAGE	59	53	51	63	55	59	58	51	53
READING/MATH/LANGUAGE COMP.	61	49	53	63	50	56	56	47	50
SOCIAL STUDIES	60	48	54	57	50	52	52	41	49
SCIENCE	58	45	52	60	46	53	58	43	53
Number Tested	4780	43191	239319	4807	43782	241509	4784	44850	245936

NATIONAL PERCENTILES
1993 NAPT SUMMARY
AUSTIN, URBAN 8, AND TEXAS

	GRADE 6			GRADE 7			GRADE 8		
	AUSTIN	URBAN 8	TEXAS	AUSTIN	URBAN 8	TEXAS	AUSTIN	URBAN 8	TEXAS
Reading Comprehension	52	44	49	53	40	49	52	37	47
Concepts/Estimation	51	43	50	47	37	48	48	37	47
Prob. Solving/Data Interp.	51	44	50	50	40	49	52	41	50
TOTAL MATHEMATICS	51	43	50	49	38	48	50	39	49
READING/MATH COMP	52	43	49	51	38	48	51	37	47
LANGUAGE	59	52	56	59	51	56	57	48	53
READING/MATH/LANGUAGE COMP.	56	46	51	55	42	50	54	40	48
SOCIAL STUDIES	54	43	51	52	37	49	53	38	49
SCIENCE	52	38	51	50	35	49	49	34	47
Number Tested	4223	43078	245755	4116	41460	241085	3669	37526	223600

NATIONAL PERCENTILES
1993 NAPT SUMMARY
AUSTIN, URBAN 8, AND TEXAS

	GRADE 9			GRADE 10			GRADE 11		
	AUSTIN	URBAN 8	TEXAS	AUSTIN	URBAN 8	TEXAS	AUSTIN	URBAN 8	TEXAS
Reading Comprehension	49	33	43	57	40	47	60	42	49
TOTAL MATHEMATICS	56	45	55	61	46	54	69	55	60
READING/MATH COMP	52	38	48	59	42	50	66	48	55
LANGUAGE	60	47	54	64	50	54	70	56	60
READING/MATH/LANGUAGE COMP.	56	41	49	63	45	50	69	51	56
SOCIAL STUDIES	54	45	50	61	51	53	65	54	55
SCIENCE	54	54	50	62	50	54	69	49	60
Number Tested	4040	40326	226504	3051	29726	187481	2526	23231	153926

1992-92 NAPT Results
Prcentile of the Mean National NCE
(Rank Among Urban 8)

Test	GRADE								
	3	4	5	6	7	8	9	10	11
Reading Comprehension	56 (1)	58 (1)	52 (2)	52 (1)	53 (1)	52 (1)	49 (1)	57 (1)	60 (1)
Concepts/ Estimation	61 (2)	59 (1)	54 (2)	51 (1)	47 (1)	48 (1)	56 (1)	61 (1)	69 (1)
Problem Solving	66 (1)	64 (1)	55 (1)	51 (1)	50 (1)	52 (1)			
Mathematics Total	64 (1)	63 (1)	54 (1)	51 (1)	49 (1)	50 (1)			
Reading/ Mathematics Composite	61 (1)	61 (1)	53 (1T)	52 (1)	51 (1)	51 (1)	52 (1)	59 (1)	66 (1)
Language	59 (2)	63 (3)	58 (2)	59 (1)	59 (1T)	57 (1T)	60 (1)	64 (1)	70 (1)
Reading/ Mathematics/ Language Composite	61 (1)	63 (1)	56 (1T)	56 (1)	55 (1)	54 (1)	56 (1)	63 (1)	69 (1)
Social Studies	60 (2)	57 (1)	52 (2)	54 (1)	52 (1)	53 (1)	54 (1)	61 (1)	65 (1)
Science	58 (2)	60 (1)	58 (1)	52 (1)	50 (1)	49 (1)	54 (1)	62 (1)	69 (1)

NAPT HIGHER ORDER THINKING SKILLS						
Grade		READING COMPREHENSION	MATHEMATICS	LANGUAGE	SOCIAL STUDIES	SCIENCE
3	Number of Items Possible	22	26	17	16	15
	Mean Number Correct	14.5	16.2	10.2	10.2	8.0
	Nat'l Mean Number Correct	14.1	14.6	9.5	9.3	6.4
4	Number of Items Possible	23	35	18	17	22
	Mean Number Correct	15.4	22.2	10.6	10.9	12.4
	Nat'l Mean Number Correct	14.8	20.4	9.7	10.3	11.5
5	Number of Items Possible	24	40	24	22	25
	Mean Number Correct	14.0	24.4	13.9	13.6	12.8
	Nat'l Mean Number Correct	14.0	23.6	13.2	13.2	12.1
6	Number of Items Possible	28	54	27	29	27
	Mean Number Correct	16.8	29.7	14.6	16.0	12.9
	Nat'l Mean Number Correct	16.7	29.9	13.5	15.4	13.0
7	Number of Items Possible	30	60	31	31	30
	Mean Number Correct	17.5	32.4	17.2	16.5	14.7
	Nat'l Mean Number Correct	17.3	33.6	15.9	16.2	14.9
8	Number of Items Possible	33	63	37	32	35
	Mean Number Correct	19.9	31.4	22.1	17.1	16.5
	Nat'l Mean Number Correct	19.6	32.2	21.2	16.7	17.0
9	Number of Items Possible	29	36	34	28	33
	Mean Number Correct	16.7	14.4	19.0	14.4	15.1
	Nat'l Mean Number Correct	17.5	13.4	17.2	13.7	14.5
10	Number of Items Possible	31	38	37	31	34
	Mean Number Correct	19.2	16.1	23.5	15.7	16.5
	Nat'l Mean Number Correct	18.2	14.0	20.0	14.3	14.8
11	Number of Items Possible	33	39	40	27	32
	Mean Number Correct	21.4	17.7	26.3	13.9	18.0
	Nat'l Mean Number Correct	19.9	13.9	21.6	11.7	14.9

Two-Year Trends in LEP Achievement ITBS/NAPT

Mathematics Total Grade Equivalent Scores

	Spanish Language				Other Language			
Grade	Total Tested	1992	1993	Gain	Total Tested	1992	1993	Gain
1	3	2.17	1.33	-.83	--	--	--	--
2	79	1.94	2.92	.98	30	2.22	3.67	1.45
3	141	2.65	3.57	.92	14	3.87	4.55	.68
4	179	3.50	4.47	.97	5	3.80	6.02	2.22
5	184	3.87	4.60	.72	6	4.35	5.22	.87
6	107	4.54	5.19	.65	4	7.80	9.10	1.30
7	82	4.83	5.54	.72	11	5.60	7.63	2.03
8	57	5.66	5.80	.14	5	7.08	9.96	2.88
9	63	5.85	6.70	.85	10	7.53	8.77	1.24
10	53	6.89	8.63	1.74	7	9.36	9.24	-.11
11	38	7.51	8.24	.73	14	11.43	13.78	2.35

Reading Comprehension Grade Equivalent Scores

	Spanish Language				Other Language			
Grade	Total Tested	1992	1993	Gain	Total Tested	1992	1993	Gain
1	3	1.30	2.20	.90	--	--	--	--
2	79	1.84	3.00	1.16	30	2.25	3.94	1.69
3	141	2.39	3.12	.73	14	3.32	4.64	1.31
4	179	2.83	3.83	1.00	5	2.85	4.28	1.46
5	184	3.23	4.02	.79	6	3.12	4.08	.97
6	107	4.21	4.88	.67	4	5.38	7.73	2.35
7	82	4.42	5.07	.65	11	3.81	5.19	1.38
8	57	4.54	4.76	.22	5	6.30	7.03	.73
9	63	4.60	4.89	.29	10	5.08	5.66	.58
10	53	5.08	6.04	.96	7	5.37	5.84	.47
11	38	5.24	5.59	.35	14	5.64	7.13	1.49

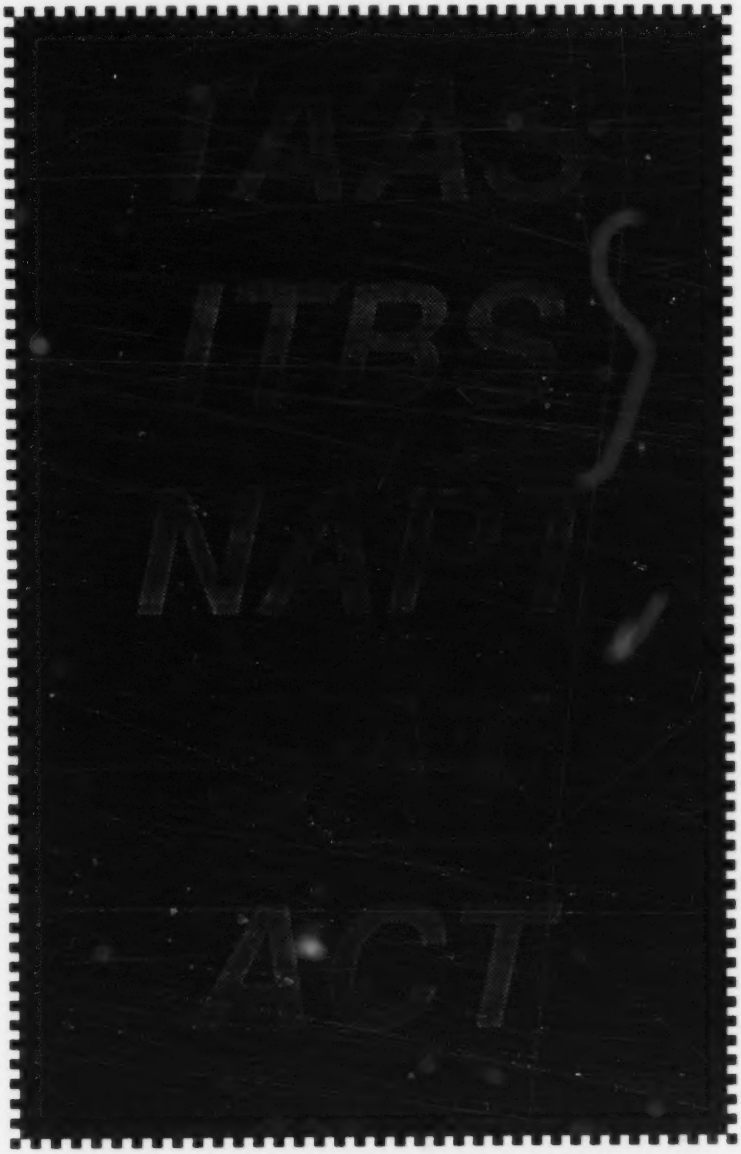
Austin Independent School District
Scholastic Aptitude Test (SAT) Data

SENIOR CLASS	SAT VERBAL			SAT MATHEMATICS			NUMBER IN AISD SAMPLE
	AISD	TEXAS	NATION	AISD	TEXAS	NATION	
1974-75	460	431	434	507	467	472	1369
1975-76	456	427	431	507	466	472	1412
1976-77	451	424	429	505	464	470	1373
1977-78	451	425	429	500	460	468	1487
1978-79	450	418	427	498	456	467	1443
1979-80	450	416	424	499	455	466	1499
1980-81	450	415	424	495	455	466	1514
1981-82	444	415	426	495	453	467	1383
1982-83	444	412	425	489	453	468	1393
1983-84	438	413	426	484	453	471	1363
1984-85	450	419	431	497	459	475	1426
1985-86	444	419	431	489	458	475	1457
1986-87	446	416	430	488	459	476	1763
1987-88	442	417	428	489	462	476	1770
1988-89	439	415	427	491	462	476	1664
1989-90	439	413	424	489	461	476	1572
1990-91	432	411	422	490	463	474	1522
1991-92	435	410	423	494	466	476	1620
1992-93	436	413	424	496	472	478	1633

SAT Scores
1989-93 Graduates

	89	90	91	92	93	Change 92-93	Change 89-93
			Verbal				
AISD	439	439	432	435	436	+1	-6
Texas	415	413	411	410	413	+3	-4
Nation	427	424	422	423	424	+1	-4
			Mathematics				
AISD	491	489	490	494	496	+2	+7
Texas	462	461	463	466	472	+6	+10
Nation	476	476	474	476	478	+2	+2
			Total				
AISD	930	928	922	929	932	+3	+1
Texas	877	874	874	876	885	+9	+6
Nation	903	900	896	899	902	+3	-2

CAMPUS
TEST•RESULTS



PERCENTAGE OF STUDENTS PASSING TAAS: FALL 1991 AND 1992
Grade 3
Non Special Education Students

		--WRITING--		--READING--		--MATHEMATICS--		--PASSED ALL--	
	SCHOOL	1991 70%	1992 70%	1991 70%	1992 70%	1991 70%	1992 70%	1991 70%	1992 70%
142	Allan	53	40	88	67	79	59	49	34
101	Allison	63	44	61	50	79	59	46	36
102	Andrews	53	61	62	69	73	72	45	55
149	Barrington	49	76	73	78	81	89	42	66
103	Barton Hills	84	83	97	89	100	97	84	78
104	Becker	42	79	67	88	92	90	39	76
105	Blackshear	48	41	74	66	74	78	48	34
106	Blanton	45	51	67	69	69	79	36	47
170	Boone	74	71	90	79	93	82	70	58
107	Brentwood	39	69	85	71	90	80	36	59
108	Brooke	63	73	76	58	85	82	58	52
109	Brown	74	37	88	47	85	58	73	27
110	Bryker Woods	66	85	93	92	98	94	66	81
111	Campbell	68	40	76	59	92	75	57	31
112	Casis	83	83	98	97	92	95	81	80
161	Cook	50	50	80	66	85	72	49	41
113	Cunningham	47	60	83	77	80	74	47	49
179	Davis*	--	89	--	91	--	97	--	83
114	Dawson	67	42	73	58	94	76	63	31
154	Doss	79	86	100	96	100	99	79	85
176	Galindo	68	66	81	72	90	90	63	56
116	Govalle	59	66	76	72	88	85	52	53
159	Graham	53	72	67	81	77	80	45	59
117	Gullett	82	94	95	96	97	99	79	92
118	Harris	62	45	78	57	87	61	58	35
119	Highland Park	86	94	99	97	99	100	87	94
155	Hill	82	94	97	99	94	99	79	93
162	Houston	47	60	76	73	85	71	43	47
178	Jordan*	--	33	--	48	--	52	--	28
120	Joslin	60	60	84	78	87	78	56	50
180	Kiker*	--	89	--	93	--	98	--	84
172	Kocurek	44	69	81	81	84	90	42	64
168	Langford	35	62	81	77	89	88	31	57
121	Lee	84	85	100	91	98	93	81	80
160	Linder	57	36	78	64	75	59	48	29
122	Maplewood	81	73	96	84	90	91	81	67
123	Mathews	76	84	90	89	100	87	74	83
147	Menchaca	72	70	96	82	94	96	71	68
124	Metz	46	63	56	63	81	80	38	48
150	Norman	48	56	68	55	66	60	40	38
148	Oak Hill	77	84	95	89	96	96	74	79
156	Odom	66	78	80	87	85	81	56	64
126	Ortega	81	85	83	76	90	91	72	71
171	Palm	43	57	70	83	85	74	41	47
143	Patton	86	92	93	94	97	96	84	86
128	Pease	77	89	85	92	90	84	68	82
129	Pecan Springs	64	62	75	68	91	72	57	53
151	Pillow	77	77	85	95	97	93	75	75
130	Pleasant Hill	54	40	81	49	89	61	51	31
132	Reilly	73	65	86	76	94	83	65	53
135	Rice	35	49	62	37	60	59	28	34
133	Ridgetop	30	53	70	79	95	89	25	47
127	Sanchez	67	72	69	81	84	90	62	67
139	Sims	59	45	70	63	77	56	46	32
136	St. Elmo	44	72	74	68	77	85	44	62
138	Summitt	61	82	87	85	91	84	60	74
158	Sunset Valley	58	76	83	82	88	93	53	70
140	Travis Heights	60	73	75	77	90	87	54	65
141	Walnut Creek	50	60	72	73	82	81	44	51
175	Widen	46	46	73	64	79	72	40	40
166	Williams	70	58	83	78	93	84	65	50
157	Winn	51	41	68	53	74	54	40	28
152	Wooldridge	51	63	68	68	81	64	41	51
144	Wooten	56	68	74	67	78	81	47	58
145	Zavala	39	65	68	56	73	83	34	49
146	Zilker	58	68	69	77	82	83	52	60
	AISD	61	67	81	77	87	82	57	59
	STATE	63	68	81	79	85	84	57	61

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PERCENTAGE OF STUDENTS PASSING TAAS: FALL 1991 AND 1992
Grade 7
Non Special Education Students

		--WRITING--		--READING--		--MATHEMATICS--		--PASSED ALL--	
	SCHOOL	1991 70%	1992 70%	1991 70%	1992 70%	1991 70%	1992 70%	1991 70%	1992 70%
054	Bedichek	57	69	48	45	45	36	33	27
046	Burnet	48	69	37	51	37	42	24	34
057	Covington	65	78	61	64	59	65	45	52
055	Dobie	64	55	52	32	51	29	39	18
043	Fulmore	57	67	46	46	42	45	31	34
044	Kealing	71	86	67	73	64	71	54	65
045	Lamar	58	71	49	54	46	44	38	37
051	Martin	61	58	59	44	54	41	41	35
058	Mendez	43	65	31	37	28	32	17	20
052	Murchison	64	76	54	68	52	63	41	54
047	O. Henry	57	70	49	56	47	49	34	41
048	Pearce	33	43	27	18	28	18	18	11
049	Porter	55	66	51	48	47	43	37	34
053	Webb*	--	49	--	24	--	23	--	16
	AISD	57	67	49	49	47	45	35	36
	STATE	59	69	50	53	51	52	36	40

*Webb was not a middle school in 1991.

PERCENTAGE OF STUDENTS PASSING TAAS: FALL 1991 AND 1992
Grade 11
Non Special Education Students

		--WRITING--		--READING--		--MATHEMATICS--		--PASSED ALL--	
	SCHOOL	1991 70%	1992 70%	1991 70%	1992 70%	1991 70%	1992 70%	1991 70%	1992 70%
009	Anderson	85	93	89	88	77	81	70	76
002	Austin	77	74	87	79	65	67	56	57
013	Bowie	78	92	85	90	69	76	59	72
008	Crockett	81	81	77	80	54	53	49	49
010	Johnson (LBJ)	92	89	85	79	72	62	70	60
003	Johnston	77	79	67	70	45	48	42	51
004	Lanier	76	65	70	64	60	49	51	38
005	McCallum	81	80	82	83	64	62	57	57
006	Reagan	79	73	64	72	48	52	42	42
011	Robbins	38	58	54	34	20	29	19	23
007	Travis	78	79	62	72	38	43	35	40
	AISD	80	81	77	78	60	60	53	54
	STATE	78	83	72	76	57	61	49	54

Attachment 10

PERCENTAGE OF STUDENTS PASSING TAAS: SPRING 1993
Grade 4
Non Special Education Students

SCHOOL	WRITING	READING	MATHEMATICS	ALL TESTS
Allan	86	46	62	42
Allison	81	30	47	24
Andrews	71	42	60	38
Barrington	86	57	69	50
Barton Hills	97	91	91	86
Becker	70	40	50	31
Blackshear	63	23	17	13
Blanton	73	36	31	24
Boone	82	51	49	41
Brentwood	86	60	64	54
Brooke	79	39	58	32
Brown	81	49	50	41
Bryker Woods	97	100	97	95
Campbell	76	40	64	37
Casis	98	91	85	83
Cook	89	58	56	50
Cunningham	87	69	74	62
Davis	96	71	76	67
Dawson	65	47	38	32
Doss	99	85	88	78
Galindo	69	37	61	31
Govalle	70	23	32	19
Graham	89	65	54	49
Gullett	98	84	83	77
Harris	63	35	44	30
Highland Park	97	91	87	83
Hill	99	81	87	75
Houston	81	40	44	33
Jordan	69	28	27	24
Joslin	87	75	75	67
Kiker	100	87	88	81
Kocurek	95	59	66	55
Langford	70	35	38	28
Lee	93	89	93	85
Linder	84	58	51	44
Maplewood	96	69	79	66
Mathews	91	82	70	61
Menchaca	91	69	60	53
Metz	63	13	25	5
Norman	48	29	38	19
Oak Hill	95	79	75	69
Odom	86	47	61	40
Ortega	94	59	70	53
Palm	79	57	57	44
Patton	98	89	94	87
Pease	83	53	63	45
Pecan Springs	57	24	28	19
Pillow	92	54	66	49
Pleasant Hill	78	47	49	37
Reilly	95	71	71	53
Rice	72	24	28	18
Ridgetop	80	31	40	25
Sanchez	84	43	54	36
Sims	45	24	13	9
St. Elmo	80	49	54	40
Summitt	94	62	76	59
Sunset Valley	87	69	61	51
Travis Heights	77	66	66	53
Walnut Creek	74	58	69	45
Widen	71	40	45	35
Williams	84	53	55	44
Winn	56	24	25	14
Wooldridge	89	51	70	48
Wooten	74	31	37	24
Zavala	92	43	50	29
Zilker	84	54	62	49
AISD	83	57	60	48
STATE	83	58	61	49

PERCENTAGE OF STUDENTS PASSING TAAS: SPRING 1993
Grade 8
Non Special Education Students

SCHOOL	WRITING	READING	MATHEMATICS	PASSED ALL
ALC	9	6	2	0
Bedichek	56	53	36	26
Burnet	64	58	32	30
Covington	70	71	54	45
Dobie	63	45	32	27
Fulmore	66	60	41	35
Kealing	77	69	62	56
Lamar	69	63	52	46
Martin	54	52	41	36
Mendez	52	40	27	21
Murchison	77	72	60	53
O. Henry	70	64	40	36
Pearce	35	35	16	13
Porter	66	62	38	34
Webb	61	40	23	20
AISD	63	57	41	35
STATE	73	62	45	40

PERCENTAGE OF STUDENTS PASSING TAAS: SPRING 1993
Grade 10
Non Special Education Students

SCHOOL	WRITING	READING	MATHEMATICS	PASSED ALL
Anderson	91	83	77	71
Austin	78	81	72	66
Bowie	86	84	69	63
Crockett	79	76	52	50
Johnson (LBJ)	86	79	65	62
Johnston	66	58	41	35
Lanier	67	61	49	37
McCallum	81	78	61	55
Reagan	63	52	33	30
Robbins	55	52	26	28
Travis	74	54	43	40
AISD	77	71	57	51
STATE	81	72	56	51

Attachment 10

PERCENTAGE OF STUDENTS PASSING: SPRING 1993
GRADE 4 BY GROUP
NON SPECIAL EDUCATION STUDENTS
ALL TESTS TAKEN

SCHOOL	ALL STUDENTS	AFRICAN AMERICAN	HISPANIC	WHITE	ECONOMICALLY DISADVANTAGED
ALLAN	42	40	42	-	41
ALLISON	24	-	25	-	24
ANDREWS	38	26	47	50	39
BARRINGTON	50	32	53	65	48
BARTON HILLS	86	-	67	89	80
BECKER	31	-	27	56	29
BLACKSHEAR	13	18	7	-	13
BLANTON	24	15	27	40	4
BOONE	41	0	38	46	9
BRENTWOOD	54	-	44	60	50
BROOKE	32	-	32	-	26
BROWN	41	33	39	-	38
BRYKER WOODS	95	-	-	97	89
CAMPBELL	37	30	40	-	37
CASIS	83	-	44	87	62
COOK	50	30	48	64	38
CUNNINGHAM	62	50	58	65	36
DAVIS	67	-	30	73	36
DAWSON	32	-	28	45	32
DOSS	78	-	40	79	67
GALINDO	31	29	24	56	25
GOVALLE	19	21	21	-	17
GRAHAM	49	37	44	75	33
GULLETT	77	-	-	80	-
HARRIS	30	31	23	60	23
HIGHLAND PARK	83	-	50	86	60
HILL	75	33	80	75	-
HOUSTON	33	17	30	50	24
JORDAN	24	13	42	-	16
JOSLIN	67	-	41	80	61
KIKER	81	-	50	88	-
KOCUREK	55	39	25	66	29
LANGFORD	28	7	31	41	22
LEE	85	-	-	85	80
LINDER	44	33	39	65	43
MAPLEWOOD	66	54	50	90	42
MATHEWS	61	40	63	65	54
MENCHACA	53	-	50	53	20
METZ	5	-	3	-	6
NORMAN	19	15	-	-	21
OAK HILL	69	-	67	71	69
OAK SPRINGS	18	8	23	-	17
ODOM	40	25	38	46	34
ORTEGA	53	43	50	-	50
PALM	44	18	38	52	38
PATTON	87	57	80	89	60
PEASE	45	35	25	75	20
PECAN SPRINGS	19	16	17	40	9
PILLOW	49	38	50	54	28
PLEASANT HILL	37	40	18	58	35
REILLY	53	-	46	71	41
RIDGETOP	25	-	38	17	40
ST. ELMO	40	-	34	54	31
SANCHEZ	36	-	37	-	29
SIMS	9	8	0	-	7
SUMMITT	59	33	44	68	29
SUNSET VALLEY	51	-	45	54	38
TRAVIS HEIGHTS	53	-	33	73	36
WALNUT CREEK	45	31	42	62	43
WIDEN	35	32	27	52	30
WILLIAMS	44	17	40	50	24
WINN	14	13	8	-	14
WOOLDRIDGE	48	37	47	53	43
WOOTEN	24	9	13	48	16
ZAVALA	29	-	29	-	28
ZILKER	49	-	20	64	31
AISD	48	26	34	67	31
STATE	49	28	34	64	32

- = FEWER THAN FIVE STUDENTS

PERCENTAGE OF STUDENTS PASSING: SPRING 1993
GRADE 8 BY GROUP
NON SPECIAL EDUCATION STUDENTS
ALL TESTS TAKEN

SCHOOL	ALL STUDENTS	AFRICAN AMERICAN	HISPANIC	WHITE	ECONOMICALLY DISADVANTAGED
BEDICHEK	26	13	16	36	11
BURNET	30	13	14	45	13
COVINGTON	45	10	26	55	25
DOBIE	27	13	10	57	15
FULMORE	35	29	22	53	20
KEALING	56	17	43	82	25
LAMAR	46	13	30	65	21
MARTIN	36	25	16	64	11
MENDEZ	21	16	18	32	16
MURCHISON	53	24	20	66	12
O.HENRY	36	16	11	63	10
PEARCE	13	9	15	27	10
PORTER	34	12	18	50	19
WEBB	20	19	14	29	18
AISD	35	14	19	56	16
STATE:	40	18	22	56	21

PERCENTAGE OF STUDENTS PASSING: SPRING 1993
GRADE 10 BY GROUP
NON SPECIAL EDUCATION STUDENTS
ALL TESTS TAKEN

SCHOOL	ALL STUDENTS	AFRICAN AMERICAN	HISPANIC	WHITE	ECONOMICALLY DISADVANTAGED
ANDERSON	71	25	47	80	20
AUSTIN	66	39	38	88	24
BOWIE	63	32	51	69	65
CROCKETT	50	28	33	70	32
JOHNSON (LBJ)	62	30	75	91	35
JOHNSTON	35	22	25	69	22
LANIER	37	29	23	58	21
MCCALLUM	55	11	36	73	22
REAGAN	30	18	19	63	19
ROBBINS	28	18	15	47	6
TRAVIS	40	33	28	65	29
AISD	51	25	33	74	25
STATE	51	29	34	66	31

National Percentile

ITBS
GRADE 01

SCHOOL	READING COMPREHENSION 92	93	LANGUAGE 92	93	MATHEMATICS TOTAL 92	93	READ/MATH COMPOSITE 92	93
Allan	28	39	46	55	17	46	33	49
Allison	25	37	39	50	27	52	30	53
Andrews	52	42	60	55	62	36	64	50
Barrington	51	62	59	75	42	60	56	76
Barton Hills	79	76	86	83	85	73	91	85
Becker	61	63	73	78	71	63	78	79
Blackshear	44	39	66	62	39	51	57	57
Blanton	43	29	53	43	44	35	52	35
Boone	58	59	69	70	56	62	69	69
Brentwood	46	56	51	61	49	60	57	69
Brooke	25	32	38	53	21	26	29	38
Brown	47	47	68	61	37	39	58	55
Bryker Woods	69	73	71	79	63	72	81	81
Campbell	53	43	70	55	51	59	62	59
Casis	75	79	77	80	75	80	82	86
Cook	51	51	61	65	41	37	58	65
Cunningham	62	55	64	65	59	54	71	65
Davis	NA	59	NA	72	NA	68	NA	73
Dawson	32	12	34	41	20	22	35	52
Doss	76	76	82	81	77	72	87	85
Galindo	46	64	72	84	60	74	65	81
Govalle	59	41	67	54	50	36	69	50
Graham	58	52	58	62	50	46	67	64
Gullett	68	71	71	78	72	79	78	86
Harris	24	23	48	40	18	20	34	27
Highland Park	78	75	79	81	73	76	86	84
Hill	73	79	84	87	80	84	87	90
Houston	34	34	46	53	32	34	45	44
Jordan	NA	25	NA	36	NA	14	NA	23
Joslin	47	56	58	62	36	53	56	64
Kiker	NA	59	NA	71	NA	71	NA	74
Kocurek	73	71	80	81	64	68	82	82
Langford	37	44	57	64	26	36	43	50
Lee	71	70	79	76	84	78	85	81
Linder	31	36	38	40	24	36	35	40
Maplewood	64	62	63	73	49	45	71	73
Mathews	68	67	69	77	63	66	79	86
Menchaca	55	58	59	62	64	70	65	71
Metz	42	36	37	46	32	35	43	44
Norman	51	53	70	74	52	46	75	66
Oak Hill	56	63	62	65	57	71	63	74
Oak Springs	23	34	43	64	28	37	34	51
Odom	56	42	64	53	45	34	62	49
Ortega	35	50	43	49	19	48	38	60
Palm	51	47	54	47	46	44	60	49
Patton	71	75	78	85	73	79	81	87
Pease	72	65	79	72	84	76	83	78
Pecan Springs	31	33	41	58	28	24	36	43
Pillow	62	68	69	80	53	64	74	81
Pleasant Hill	45	38	59	53	38	37	52	47
Reilly	54	51	58	62	45	43	59	60
Ridgetop	59	33	53	46	61	61	71	46
Sanchez	39	33	43	49	39	58	45	50
Sims	42	49	59	76	38	58	56	70
St. Elmo	45	49	50	55	32	43	53	61
Summitt	61	66	71	74	60	66	71	77
Sunset Valley	57	55	63	59	58	54	68	63
Travis Heights	51	NA	49	NA	48	NA	61	NA
Walnut Creek	55	47	59	66	38	42	57	59
Widen	35	28	49	44	28	27	40	33
Williams	47	59	59	68	59	64	63	71
Winn	37	40	51	66	38	37	49	50
Wooldridge	46	40	56	54	46	36	55	49
Wooten	48	52	52	59	26	49	52	61
Zavala	52	51	64	55	63	51	71	66
Zilker	52	59	61	69	61	67	67	75
AISD	53	54	63	66	51	55	64	66

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National Percentile

ITBS
GRADE 02

SCHOOL	READING COMPREHENSION 92	93	LANGUAGE 92	93	MATHEMATICS TOTAL 92	93	READ/MATH COMPOSITE 92	93
Allan	49	48	54	46	53	55	55	50
Allison	35	39	40	41	50	55	38	48
Andrews	46	45	61	64	47	44	54	50
Barrington	51	65	47	66	41	70	48	70
Barton Hills	82	86	80	86	77	88	83	90
Becker	46	60	52	64	53	61	50	63
Blackshear	49	59	55	58	56	73	56	68
Blanton	53	40	55	38	43	35	53	37
Boone	75	70	64	69	73	68	75	72
Brentwood	60	69	43	52	57	69	56	69
Brooke	44	51	55	58	53	72	56	62
Brown	34	55	43	75	45	63	44	63
Bryker Woods	82	86	75	69	82	92	82	87
Campbell	32	45	44	57	46	52	38	46
Casis	91	89	81	75	94	87	92	89
Cook	62	58	57	55	69	48	66	56
Cunningham	59	67	55	63	52	58	58	68
Davis	NA	88	NA	87	NA	91	NA	92
Dawson	46	42	46	40	25	35	48	39
Doss	85	88	76	82	86	85	88	89
Galindo	56	65	72	75	58	74	64	76
Govalle	50	48	67	51	62	42	69	53
Graham	68	58	67	61	59	53	67	65
Gullett	82	88	65	74	79	83	80	86
Harris	48	39	49	44	42	39	47	42
Highland Park	87	91	77	84	86	92	88	92
Hill	88	88	76	78	93	88	90	90
Houston	43	51	54	62	26	46	43	56
Jordan	NA	24	NA	33	NA	17	NA	21
Joslin	63	76	72	72	66	71	71	78
Kiker	NA	79	NA	67	NA	81	NA	80
Kocurek	69	79	63	76	69	78	72	83
Langford	42	40	44	49	39	34	40	42
Lee	84	83	72	78	81	81	85	86
Linder	52	51	53	49	60	51	57	53
Maplewood	47	75	55	79	47	75	52	79
Mathews	87	78	69	77	84	76	86	79
Menchaca	64	75	59	71	63	78	65	77
Metz	55	36	39	37	60	49	56	39
Norman	39	41	66	68	30	30	45	47
Oak Hill	84	81	66	64	79	77	78	78
Oak Springs	43	33	55	48	45	32	50	39
Odom	62	66	61	68	48	56	60	67
Ortega	64	62	65	58	71	63	75	71
Palm	61	61	64	62	64	64	70	66
Patton	82	80	78	83	79	78	83	84
Pease	84	85	82	80	84	86	86	90
Pecan Springs	49	42	65	54	49	44	57	47
Pillow	79	72	72	79	74	68	82	79
Pleasant Hill	55	59	58	63	45	57	56	63
Reilly	62	67	65	70	60	61	67	69
Ridgetop	54	79	45	75	52	73	63	78
Sanchez	49	50	60	53	47	71	55	61
Sims	45	38	59	62	69	41	59	41
St. Elmo	56	53	53	53	55	44	56	52
Summitt	82	77	76	71	84	80	86	81
Sunset Valley	79	70	65	66	77	68	76	70
Travis Heights	58	57	57	51	56	57	60	53
Walnut Creek	48	50	47	52	42	42	46	47
Widen	51	38	57	43	46	43	54	41
Williams	70	68	55	56	73	70	69	67
Winn	40	37	56	55	46	29	46	36
Wooldridge	54	57	72	68	49	46	63	61
Wooten	49	61	58	60	48	36	54	54
Zavala	56	82	55	68	82	90	76	90
Zilker	86	76	73	61	84	79	86	79
AISD	65	67	63	65	65	66	68	69

National Percentile

NAPT
GRADE 03

SCHOOL	READING COMPREHENSION 92	93	LANGUAGE 92	93	MATH TOTAL 92	93	SOCIAL STUDIES 92	93	SCIENCE 92	93	READ/MATH COMPOSITE 92	93
ALLAN	35	28	56	33	45	30	42	34	38	28	37	28
ALLISON	27	29	48	39	39	46	31	30	32	35	31	35
ANDREWS	31	41	51	49	38	45	34	37	33	38	32	42
BARRINGTON	40	47	49	46	47	52	43	41	43	42	42	49
BARTON HILLS	73	76	75	80	77	84	76	84	75	79	76	82
BECKER	48	54	61	54	63	56	55	54	48	60	55	56
BLACKSHEAR	19	44	40	42	29	49	26	33	21	33	21	47
BLANTON	43	49	52	49	51	44	44	46	46	44	46	46
BOONE	64	53	76	59	73	62	71	61	72	58	69	57
BRENTWOOD	61	55	68	60	66	61	71	64	68	55	64	58
BROOKE	41	36	54	44	50	53	50	41	38	39	44	43
BROWN	57	34	70	41	60	35	49	42	53	36	58	33
BRYKER WOODS	82	84	83	77	79	86	79	87	80	84	83	87
CAMPBELL	40	37	67	30	52	57	45	48	30	40	45	45
CASIS	83	79	85	77	84	83	88	80	85	78	86	83
COOK	47	58	59	57	54	54	50	58	46	53	50	57
CUNNINGHAM	59	53	67	59	64	68	68	61	59	61	62	60
DAVIS	.	76	.	73	.	86	.	77	.	73	.	82
DAWSON	43	37	65	47	52	46	43	45	44	48	46	40
DILL	1	.	1	.	4	.	8	.	18	.	1	.
DOSS	84	82	91	78	87	88	86	87	90	88	87	86
GALINDO	42	41	60	55	58	59	52	47	44	45	48	48
GOVALLE	38	39	64	54	49	47	44	40	41	41	42	42
GRAHAM	42	52	59	64	49	63	52	56	51	59	45	58
GULLETT	75	79	79	73	80	85	77	76	79	80	78	83
HARRIS	46	35	62	45	59	42	59	33	47	35	52	37
HIGHLAND PARK	87	88	93	82	88	89	92	89	85	84	88	90
HILL	77	83	88	82	85	89	83	85	80	84	83	88
HOUSTON	48	42	63	48	47	46	48	53	48	45	48	44
JORDAN	.	22	.	32	.	25	.	25	.	26	.	21
JOSLIN	64	56	68	59	66	64	71	63	56	51	66	60
KIKER	.	78	.	77	.	82	.	78	.	73	.	82
KOCUREK	62	60	75	60	72	68	65	66	61	63	68	64
LANGFORD	40	37	52	37	46	41	48	43	42	41	43	37
LEE	78	84	94	83	85	89	89	84	85	82	83	89
LINDER	48	42	66	54	49	48	56	54	47	47	47	44
MAPLEWOOD	51	59	76	64	54	68	61	67	57	59	52	64
MATHEWS	66	77	87	76	67	84	78	77	73	75	67	83
MENCHACA	66	68	76	68	70	77	76	74	70	75	69	73
METZ	34	40	48	40	44	56	43	40	39	42	37	46
NORMAN	32	26	49	37	38	30	46	27	34	28	34	26
OAK HILL	72	76	77	71	77	82	75	79	74	79	75	80
OAK SPRINGS	29	34	45	44	41	40	30	34	30	34	33	35
ODOM	48	51	63	56	57	61	52	59	55	58	52	55
ORTEGA	38	47	66	53	57	56	42	53	33	43	46	49
PALM	46	52	50	49	49	54	56	55	61	56	47	52
PATTON	75	75	88	78	79	85	78	76	77	75	78	82
PEASE	57	66	64	67	58	71	67	65	70	63	59	70
PECAN SPRINGS	31	34	66	47	45	41	45	31	41	42	36	36
PILLOW	65	65	81	62	68	69	70	61	65	72	67	67
PLEASANT HILL	46	38	56	54	52	47	55	46	46	46	48	41
REILLY	58	43	76	49	65	46	65	45	69	56	62	43
RIDGETOP	35	44	66	41	45	44	51	49	44	44	38	43
SANCHEZ	36	43	73	58	58	58	51	50	36	45	45	49
SIMS	45	38	64	58	64	42	59	48	49	42	53	39
ST ELMO	40	53	56	48	47	59	53	55	41	54	41	57
SUMMITT	65	72	78	67	71	79	70	74	66	69	69	77
SUNSET VALLEY	66	68	70	62	68	72	73	67	65	68	68	70
TRAVIS HEIGHTS	50	59	56	45	57	66	62	59	55	59	54	64
WALNUT CREEK	49	50	52	49	57	60	53	48	55	50	53	54
WIDEN	45	41	63	46	54	51	52	43	49	43	49	45
WILLIAMS	65	57	79	59	70	62	72	62	63	60	68	59
WINN	32	37	46	46	39	44	37	43	36	40	34	39
WOOLDRIDGE	43	48	56	53	50	54	48	52	49	47	46	51
WOOTEN	39	50	52	59	47	52	52	53	43	46	42	51
ZAVALA	28	42	61	53	44	59	33	35	35	42	34	49
ZILKER	53	66	73	64	67	69	63	61	61	59	59	70
AISD	54	56	69	59	62	64	61	60	58	58	58	61

National Percentile

NAPT
GRADE 04

SCHOOL	READING COMPREHENSION 92	93	LANGUAGE 92	93	MATH TOTAL 92	93	SOCIAL STUDIES 92	93	SCIENCE 92	93	READ/MATH COMPOSITE 92	93
ALLAN	23	42	45	50	24	51	18	40	26	55	22	47
ALLISON	29	30	45	42	50	40	38	31	33	28	37	33
ANDREWS	26	37	41	54	34	49	29	41	29	35	28	43
BARRINGTON	50	48	54	52	49	58	49	47	51	51	50	54
BARTON HILLS	82	81	85	80	85	85	84	83	86	85	85	84
BECKER	41	31	49	52	44	45	36	37	38	36	42	36
BLACKSHEAR	24	30	26	55	30	32	22	28	21	22	25	29
BLANTON	36	53	43	52	37	53	33	44	36	44	35	53
BOONE	65	52	69	64	68	62	61	59	70	64	67	57
BRENTWOOD	67	61	67	59	61	62	67	58	69	65	65	62
BROOKE	35	49	41	55	40	55	42	54	35	53	36	52
BROWN	42	38	58	56	41	46	40	40	44	36	40	43
BRYKER WOODS	82	86	89	92	92	90	84	86	86	83	89	89
CAMPBELL	27	39	33	41	33	42	29	30	33	27	28	39
CASIS	85	88	80	80	84	85	85	83	85	86	87	88
COOK	56	58	62	57	58	60	54	59	57	56	57	60
CUNNINGHAM	59	60	69	65	66	69	63	60	70	63	63	66
DAVIS	.	66	.	71	.	71	.	70	.	73	.	69
DAWSON	40	40	47	56	34	41	39	43	47	46	35	40
DOSS	81	84	86	82	86	86	84	85	85	84	86	87
GALINDO	39	49	42	52	50	63	52	46	51	46	43	56
GOVALLE	28	30	47	40	28	37	29	30	36	35	26	32
GRAHAM	38	49	50	68	36	59	48	48	47	55	36	55
GULLETT	80	80	78	74	77	82	78	75	85	82	80	83
HARRIS	39	48	53	55	46	45	40	41	42	40	42	47
HIGHLAND PARK	84	87	88	87	87	89	85	88	84	86	87	90
HILL	81	80	87	82	82	86	76	79	78	82	83	85
HOUSTON	35	39	44	48	34	40	40	39	38	40	34	40
JORDAN	.	28	.	43	.	29	.	32	.	32	.	27
JOSLIN	58	67	56	63	59	67	58	62	62	68	60	69
KIKER	.	78	.	79	.	84	.	79	.	81	.	83
KOCUREK	70	67	75	75	78	72	69	63	72	66	75	71
LANGFORD	42	46	50	46	46	44	40	42	45	42	43	45
LEE	88	86	91	85	88	89	89	93	94	82	90	89
LINDER	41	50	53	58	45	48	45	48	48	43	43	48
MAPLEWOOD	48	68	56	74	49	73	52	68	55	62	50	72
MATHEWS	56	78	74	79	72	71	72	77	68	74	66	76
MENCHACA	74	73	73	76	77	77	74	71	77	77	77	76
METZ	39	29	53	30	40	35	35	27	38	29	39	30
NORMAN	26	35	43	45	34	40	33	36	32	40	28	37
OAK HILL	76	76	68	74	79	78	79	77	82	80	79	79
OAK SPRINGS	31	30	53	43	32	35	33	26	33	34	30	31
ODOM	51	56	54	60	55	62	55	57	61	61	53	59
ORTEGA	27	54	46	70	47	66	24	47	23	43	35	60
PALM	47	53	55	60	48	63	53	59	53	62	47	59
PATTON	78	81	86	85	81	87	76	78	82	84	81	86
PEASE	70	62	76	71	74	67	69	67	75	62	73	65
PECAN SPRINGS	30	26	50	46	33	35	32	29	30	29	30	29
PILLOW	69	68	68	72	68	74	65	64	72	73	70	72
PLEASANT HILL	40	48	60	58	58	56	39	53	47	60	48	51
REILLY	49	59	58	67	52	63	50	52	54	60	51	61
RIDGETOP	38	33	43	37	43	36	39	49	31	55	39	33
SANCHEZ	31	31	51	53	38	53	31	31	32	36	33	39
SIMS	28	22	36	31	28	20	20	28	26	27	25	19
ST. ELMO	35	50	40	56	41	41	32	39	38	38	39	45
SUMMITT	71	68	74	69	69	73	68	61	74	67	71	72
SUNSET VALLEY	66	68	63	67	68	66	61	66	67	67	68	68
TRAVIS HEIGHTS	46	64	48	67	46	63	55	59	47	69	47	65
WALNUT CREEK	48	49	58	59	51	56	52	47	51	54	49	52
WIDEN	30	48	45	52	34	51	39	44	44	50	31	49
WILLIAMS	62	61	68	60	64	59	69	64	69	66	64	61
WINN	21	34	37	39	26	31	28	33	26	33	22	32
WOOLDRIDGE	49	49	64	58	63	64	47	55	54	48	56	57
WOOTEN	36	38	54	46	50	42	51	41	52	43	45	39
ZAVALA	31	33	46	55	43	38	32	25	32	59	35	34
ZILKER	73	62	72	67	66	74	62	62	66	64	72	70
AISD	54	58	62	63	58	63	55	57	59	60	56	61

Attachment 10

National Percentile

NAPT
GRADE 05

SCHOOL	READING COMPREHENSION 92	93	LANGUAGE 92	93	MATH TOTAL 92	93	SOCIAL STUDIES 92	93	SCIENCE 92	93	READ/MATH COMPOSITE 92	93
ALLAN	22	18	35	30	29	25	26	23	37	22	23	18
ALLISON	32	31	49	41	38	41	36	36	40	30	33	35
ANDREWS	34	37	44	45	40	35	32	30	37	34	36	34
BARRINGTON	50	51	64	63	52	56	50	48	61	58	51	53
BARTON HILLS	73	78	78	82	81	84	78	86	91	86	80	83
BECKER	39	37	48	51	34	29	36	32	32	43	35	32
BLACKSHEAR	31	19	49	20	28	16	26	12	21	17	28	15
BLANTON	40	38	49	49	47	39	39	33	45	38	44	37
BOONE	62	58	67	65	70	66	66	59	74	68	67	62
BRENTWOOD	51	63	58	65	54	63	62	65	69	69	53	64
BROOKE	38	38	51	43	50	41	42	37	43	34	43	39
BROWN	45	44	58	48	46	43	42	36	48	41	44	42
BRYKER WOODS	86	78	88	84	91	84	92	82	94	84	91	83
CAMPBELL	36	32	51	47	42	45	36	32	35	40	39	37
CASIS	80	85	87	86	88	87	88	87	93	89	86	88
COOK	54	49	65	53	63	52	53	53	63	51	59	52
CUNNINGHAM	69	55	78	57	74	57	75	59	86	64	73	56
DAVIS	.	73	.	73	.	71	.	72	.	77	.	74
DAWSON	36	34	51	40	41	35	32	43	46	46	37	34
DOSS	80	80	85	82	87	84	86	83	89	85	86	84
GALINDO	47	41	55	46	59	43	53	41	59	38	53	41
GOVALLE	21	31	32	35	21	27	26	29	31	36	19	27
GRAHAM	41	37	46	47	41	36	49	39	56	46	40	35
GULLETT	83	78	89	82	86	80	84	75	95	84	87	81
HARRIS	38	36	57	41	43	35	40	27	43	32	39	34
HIGHLAND PARK	81	79	89	84	88	85	88	79	90	84	87	84
HILL	80	76	91	80	85	82	80	79	89	79	85	81
HOUSTON	32	37	51	47	42	36	33	37	44	39	36	36
JORDAN	.	28	.	32	.	20	.	21	.	29	.	22
JOSLIN	49	53	55	54	60	48	54	48	64	54	54	51
KIKER	.	68	.	70	.	69	.	71	.	70	.	70
KOCUREK	49	61	59	66	60	66	58	62	70	73	55	64
LANGFORD	46	45	44	39	45	37	42	40	54	43	46	41
LEE	78	83	88	79	85	80	84	78	91	84	84	84
LINDER	48	43	58	51	49	43	43	40	47	39	49	42
MAPLEWOOD	42	64	55	64	53	59	36	57	49	61	46	65
MATHEWS	64	55	67	69	67	61	63	61	75	67	66	58
MENCHACA	64	66	70	74	73	78	66	72	83	81	70	74
METZ	38	37	54	38	52	51	38	34	34	40	43	42
NORMAN	36	35	46	38	27	31	36	28	41	34	30	32
OAK HILL	64	73	66	70	72	77	65	78	75	82	70	77
OAK SPRINGS	32	28	43	25	27	21	24	20	26	26	28	24
ODOM	50	44	55	50	54	51	55	50	68	55	52	46
ORTEGA	27	25	46	45	32	40	29	27	30	39	27	31
PALM	46	50	57	51	49	47	56	50	59	62	48	49
PATTON	65	75	75	75	73	77	73	74	81	81	70	78
PEASE	63	70	81	83	66	76	71	63	80	77	65	75
PECAN SPRINGS	38	37	56	45	40	30	39	28	50	38	40	32
PILLOW	.	53	.	64	.	52	.	49	.	59	.	53
PLEASANT HILL	45	38	57	52	57	50	45	43	54	52	51	43
READ	69	.	78	.	77	.	66	.	78	.	75	.
REILLY	52	60	66	63	62	52	55	49	59	63	58	57
RIDGETOP	32	29	40	42	35	30	26	35	28	35	32	27
SANCHEZ	43	28	65	42	51	42	37	29	45	29	47	33
SIMS	28	33	49	38	34	25	28	28	35	25	29	27
ST. ELMO	47	47	48	49	47	41	43	48	57	40	47	43
SUMMITT	.	64	.	64	.	63	.	59	.	64	.	64
SUNSET VALLEY	56	56	67	56	67	61	64	61	77	69	64	59
TRAVIS HEIGHTS	61	50	65	55	52	53	62	57	65	60	58	53
WALNUT CREEK	51	40	66	58	55	55	49	46	58	50	53	46
WIDEN	31	28	46	35	33	27	40	25	50	30	30	26
WILLIAMS	56	61	61	61	63	54	63	59	66	70	60	58
WINN	25	25	36	33	28	23	26	25	29	28	25	22
WOOLDRIDGE	46	54	63	63	52	59	47	52	55	58	48	58
WOOTEN	35	34	43	39	39	33	37	41	50	46	36	34
ZAVALA	25	33	40	41	40	37	28	26	25	35	30	34
ZILKER	54	65	66	65	57	63	57	62	66	66	56	66
AISD	52	52	63	58	58	54	55	52	64	58	55	53

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National Percentile

NAPT
GRADE 06

SCHOOL	READING COMPREHENSION 92	93	LANGUAGE 92	93	MATH TOTAL 92	93	SOCIAL STUDIES 92	93	SCIENCE 92	93	READ/MATH COMPOSITE 92	93
ALTERNATIVE LEARN	14	20	13	24	11	24	20	25	14	21	12	23
BARTON HILLS	75	82	84	84	78	75	77	84	79	83	77	81
BEDICHEK MS	47	49	53	54	43	49	45	52	50	52	44	49
BLACKSHEAR	22	32	29	51	25	38	22	31	24	26	21	33
BLANTON	32	.	45	.	32	.	34	.	33	.	30	.
BRYKER WOODS	79	88	82	89	85	88	76	90	81	90	83	89
BURNET MS	43	55	53	61	41	51	42	55	43	54	42	53
CAMPBELL	25	32	38	34	23	32	23	35	25	28	22	30
CASIS	77	85	86	88	85	88	74	86	85	85	82	88
COVINGTON MS	58	62	65	69	65	62	58	64	66	61	62	62
DOBIE MS	36	40	43	50	36	35	33	40	35	37	36	36
DOSS	79	.	82	.	77	.	74	.	82	.	79	.
FULMORE MS	45	51	52	57	48	46	41	52	49	49	46	48
KIKER	.	62	.	67	.	62	.	65	.	63	.	62
LAMAR MS	48	57	62	62	51	58	50	59	53	60	49	58
LEE	71	87	78	89	75	88	68	88	73	86	75	89
MAPLEWOOD	45	36	51	50	43	32	50	49	45	36	43	33
MATHEWS	64	70	75	75	74	67	70	73	79	74	71	72
MENDEZ MS	37	38	49	46	38	34	43	44	41	41	37	35
METZ	35	33	48	49	37	40	31	48	38	35	35	35
MURCHISON MS	52	67	63	72	57	70	49	70	55	69	54	70
O. HENRY MS	47	53	64	65	52	54	46	56	51	56	49	54
PEARCE MS	30	29	38	39	27	30	22	31	28	26	27	28
PEASE	66	70	82	71	72	67	63	70	74	66	69	69
PORTER MS	53	50	56	59	51	50	47	51	55	51	52	50
READ	56	.	64	.	50	.	50	.	59	.	53	.
ROBBINS	48	.	18	.	22	.	33	.	34	.	35	.
SANCHEZ	40	41	70	62	53	49	38	45	34	39	45	44
WEBB MS	.	38	.	45	.	37	.	42	.	40	.	37
ZILKER	48	63	55	66	45	60	42	64	42	63	45	62
AISD	48	52	57	59	49	51	46	54	51	52	48	52

Attachment 10

National Percentile

NAPT
GRADE 07

SCHOOL	READING COMPREHENSION 92	93	LANGUAGE 92	93	MATH TOTAL 92	93	SOCIAL STUDIES 92	93	SCIENCE 92	93	READ/MATH COMPOSITE 92	93
ALTERNATIVE LEARN	17	14	16	14	17	8	15	19	16	14	15	9
BEDICHEK MS	48	51	56	54	45	45	43	48	46	45	46	47
BURNET MS	45	53	49	59	38	46	36	49	37	47	41	49
COVINGTON MS	61	66	60	71	60	63	49	64	53	61	61	65
DOBIE MS	39	37	45	48	41	31	37	39	36	37	39	33
FULMORE MS	51	49	57	54	47	44	38	50	46	48	49	46
KEALING JHS	71	74	71	79	66	73	63	74	63	77	70	75
LAMAR MS	54	55	62	64	55	53	47	56	49	50	55	55
MARTIN JHS	61	49	64	57	62	46	51	48	52	45	63	47
MENDEZ MS	39	43	44	46	35	35	35	40	38	39	36	38
MURCHISON MS	60	64	64	70	57	64	52	65	53	62	60	64
O. HENRY MS	52	56	63	68	50	54	40	57	45	56	51	56
PEARCE MS	29	31	36	40	26	21	24	28	26	24	25	25
PORTER MS	54	57	57	57	49	49	45	50	48	51	52	53
ROBBINS	35	.	16	.	13	.	23	.	15	.	21	.
WEBB MS	.	31	.	40	.	28	.	36	.	29	.	28
AISD	52	53	56	59	49	49	43	52	46	50	50	51

NAPT
GRADE 08

SCHOOL	READING COMPREHENSION 92	93	LANGUAGE 92	93	MATH TOTAL 92	93	SOCIAL STUDIES 92	93	SCIENCE 92	93	READ/MATH COMPOSITE 92	93
ALTERNATIVE LEARN	11	13	14	12	10	10	15	17	16	16	9	9
BEDICHEK MS	51	48	53	54	55	46	48	48	49	43	53	46
BURNET MS	52	50	57	56	45	43	47	51	40	41	48	46
COVINGTON MS	66	62	67	64	64	61	58	60	58	57	66	62
DOBIE MS	34	42	38	48	38	44	41	43	32	38	34	42
FULMORE MS	52	49	57	55	52	47	47	55	41	47	52	48
KEALING JHS	70	71	70	73	69	71	68	70	63	69	70	73
LAMAR MS	55	57	63	59	56	54	51	55	49	52	56	57
MARTIN JHS	64	55	64	60	62	54	59	58	54	52	64	54
MENDEZ MS	39	39	46	43	37	35	43	39	38	36	36	36
MURCHISON MS	65	67	68	70	65	66	61	66	57	62	66	67
O. HENRY MS	53	54	63	61	52	52	48	56	51	54	53	53
PEARCE MS	35	26	42	36	34	25	35	35	33	28	33	23
PORTER MS	55	59	58	59	53	49	52	50	47	47	55	54
ROBBINS	22	.	37	.	34	.	17	.	18	.	22	.
WEBB MS	.	28	.	42	.	34	.	39	.	33	.	28
AISD	54	52	58	57	53	50	51	53	48	49	53	51

National Percentile

NAPT GRADE 09

SCHOOL	READING COMPREHENSION 92	93	WRITTEN EXPRESSION 92	93	MATHEMATICS 92	93	SOCIAL STUDIES 92	93	SCIENCE 92	93	READ/MATH COMPOSITE 92	93
ALTERNATIVE LEARN	17	15	17	22	26	27	25	15	26	24	19	18
ANDERSON HS	62	64	69	76	73	73	68	72	74	70	68	69
AUSTIN HS	61	61	64	67	67	65	66	69	70	65	64	64
BOWIE HS	62	61	67	70	73	67	69	66	75	65	68	65
CROCKETT HS	45	49	54	61	58	56	50	53	59	52	51	53
HOMEBOUND	.	.	.	.	.	.	.	20	.	11	.	.
JOHNSTON HS	36	40	47	56	46	46	44	47	47	46	40	42
L.B.J. HS	66	56	73	66	77	65	70	60	74	61	72	61
LANIER HS	41	36	50	47	55	42	48	43	54	40	47	37
MCCALLUM HS	54	55	62	60	66	58	60	55	64	55	60	57
REAGAN HS	30	27	42	41	38	33	34	34	44	40	32	28
RIO GRANDE	.	.	46	.	.	.	15	5	.	20	.	.
ROBBINS	28	36	34	49	36	40	26	42	36	41	30	37
TRAVIS HS	41	35	52	48	47	45	46	36	48	39	43	38
AISD	49	49	58	60	60	56	56	54	61	54	55	52

NAPT GRADE 10

SCHOOL	READING COMPREHENSION 92	93	WRITTEN EXPRESSION 92	93	MATHEMATICS 92	93	SOCIAL STUDIES 92	93	SCIENCE 92	93	READ/MATH COMPOSITE 92	93
ALTERNATIVE LEARN	13	14	31	19	11	22	14	24	18	28	9	15
ANDERSON HS	72	70	74	77	81	74	78	75	79	74	78	73
AUSTIN HS	63	72	64	74	69	71	68	77	67	74	67	73
BOWIE HS	67	69	68	71	70	69	71	70	72	70	69	70
CROCKETT HS	55	51	60	62	60	58	59	55	63	59	58	54
EVENING SCHOOL	.	19	.	29	.	33	.	39	.	40	.	24
HOMEBOUND	.	11	.	19	.	20	.	12	.	50	.	12
JOHNSTON HS	46	45	54	56	49	49	55	51	53	51	47	47
L.B.J. HS	69	69	70	75	72	73	73	75	77	78	72	72
LANIER HS	39	41	49	49	51	46	46	49	53	45	43	43
MCCALLUM HS	66	63	67	65	68	67	69	65	67	62	68	66
REAGAN HS	41	36	51	41	48	41	44	34	49	43	44	38
RIO GRANDE	20	.	63	.	95	.	31	.	58	.	59	.
ROBBINS	32	40	40	46	29	41	32	42	39	43	29	40
TRAVIS HS	48	38	55	48	49	41	51	42	53	42	47	38
AISD	58	57	62	64	63	61	63	61	64	62	61	59

NAPT GRADE 11

SCHOOL	READING COMPREHENSION 92	93	WRITTEN EXPRESSION 92	93	MATHEMATICS 92	93	SOCIAL STUDIES 92	93	SCIENCE 92	93	READ/MATH COMPOSITE 92	93
ALTERNATIVE LEARN	.	17	40	22	.	26	.	18	44	32	.	16
ANDERSON HS	70	74	80	82	78	83	79	79	83	83	75	80
AUSTIN HS	65	68	76	79	69	76	77	77	77	80	67	73
BOWIE HS	65	67	75	76	66	77	73	71	73	76	67	74
CROCKETT HS	57	55	69	65	59	65	69	60	72	67	59	60
EVENING SCHOOL	.	27	.	45	.	27	.	45	.	37	.	26
JOHNSTON HS	50	50	65	64	50	58	65	56	60	61	50	55
L.B.J. HS	67	69	74	75	67	77	77	70	80	77	68	74
LANIER HS	49	45	67	56	56	58	62	49	65	51	53	52
MCCALLUM HS	64	67	72	76	66	72	74	72	71	68	66	71
REAGAN HS	46	46	64	57	55	57	54	53	61	63	50	53
ROBBINS	26	40	37	52	39	45	34	44	39	46	32	43
TRAVIS HS	47	43	61	52	52	49	59	43	61	46	50	46
AISD	59	60	71	70	63	69	70	65	71	69	62	66

1992 SAT Scores

School	Number Tested	Verbal	Mathematics	Total
Anderson	202	457	536	993
Austin	207	492	558	1050
Bowie	294	436	488	924
Crockett	154	409	477	886
Johnson (LBJ)	208	432	499	931
Johnston	101	429	464	893
Lanier	131	381	427	808
McCallum	150	463	516	979
Reagan	77	371	434	805
Robbins	1	610	650	1260
Travis	94	390	431	821
AISD	1619	435	494	929
State	----	410	466	876
National	----	423	476	899

1993 SAT Scores

School	Number Tested	Verbal	Mathematics	Total
Anderson	214	455	539	994
Austin	184	492	536	1028
Bowie	351	432	483	915
Crockett	140	397	456	853
Johnson (LBJ)	199	446	519	965
Johnston	97	436	469	905
Lanier	119	406	466	872
McCallum	118	478	540	1018
Reagan	111	377	459	836
Robbins	6	480	468	948
Travis	94	389	438	827
AISD	1633	436	496	932
State	----	413	472	885
National	----	424	478	902

1993 ACT Scores

School	Number Tested	English	Mathematics	Reading	Scientific Reasoning	Composite
Anderson	74	22.1	22.2	22.9	22.5	22.5
Austin	50	20.8	22.0	23.6	22.1	22.2
Bowie	120	21.3	21.0	22.1	21.4	21.6
Crockett	48	20.7	21.2	22.3	20.8	21.4
Johnson (LBJ)	85	21.7	22.2	21.9	21.7	22.0
Johnston	39	22.0	20.8	23.8	20.5	21.9
Lanier	31	17.7	17.8	19.5	19.5	18.7
McCallum	48	21.2	22.2	21.8	21.3	21.7
Reagan	37	20.2	22.4	20.4	19.4	20.7
Travis	35	17.1	18.0	17.8	18.8	18.0
AISD	566	20.9	21.3	21.9	21.1	21.4
State	—	19.7	19.9	20.9	20.2	20.1
National	—	20.3	20.1	21.2	20.8	20.7

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Interpreting assessment reports, fall 1992, Texas assessment of academic skills and TEAMS exit level. Austin, Texas: Texas Education Agency, 1992.

Interpreting assessment reports, spring 1993, Texas assessment of academic skills and TEAMS exit level. Austin, Texas: Texas Education Agency, 1993.

Norm-referenced assessment program for Texas, Interpreting NAPT score reports. Chicago, Illinois: The Riverside Publishing Company, 1993.

Six of one is greater than half a dozen of another: strange phenomena in achievement test results, 1987-88. Austin, Texas: Office of Research and Evaluation (Pub. No. 87.27), Austin Independent School District, January, 1988.

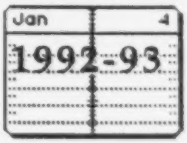
Student achievement in 1991-92. Austin, Texas: Office of Research and Evaluation (Pub. No. 91.35), Austin Independent School District, 1992.

Use of testing/evaluation information for school improvement (AERA) 1987-88. Austin, Texas: Office of Research and Evaluation (Pub. No. 87.30), Austin Independent School District, January, 1988.

The following publications and others related to achievement testing are available from the

Office of Research and Evaluation (ORE),
Austin Independent School District,
1111 W. Sixth Street
Austin, Texas 78703-5399

Testing Dates



TAAS
September 22-24
Grades 3,7 and 11 (Exit Level)

TAAS/TEAMS Exit Level
October 27-29

TAAS
March 11 - Writing
Grades 4, 8 and 10 (Exit Level)

TAAS/TEAMS
May 4-6 - Reading & Mathematics
Grades 4, 8 and 10 (Exit Level)

NAPT--Grades 3-8
April 12-16

ITBS--Grades 1-2
April 12-16

* NAPT makeups were administered during the week of testing. Make-up testing for ITBS was conducted during the week after the regular administration. There are no makeups for TAAS/TEAMS.

Who's Tested and Reported in Summaries?

Required Testers

Students who spent at least half of their instructional time in core curriculum areas in regular instructional programs were required to take the NAPT/ITBS in a standard administration.

Scores Not Included in Achievement Summaries

Students' scores were excluded from achievement summaries under the following conditions.

TAAS

Special Education: Scores for special education students who took the test even though exempted by their Admission, Review, and Dismissal (ARD) Committee or took the test for experience only.

Invalid: Scores for individual tests which the teacher marked DO NOT SCORE because of a circumstance which makes the scores invalid.

NAPT/ITBS

Optional Testers

Students with a **documented disability** or with **limited English proficiency** who received less than half of their core curriculum instruction in a regular education class or attend regular education classes but routinely receive, in at least half of their core curriculum instruction, a modification that would preclude standard administration or whose Admission, Review, and Dismissal (ARD) Committee or Language Proficiency Assessment Committee (LPAC) determined that they take the test for experience only.

Other: Scores for individual tests which the teachers invalidated because they were not completed due to extenuating circumstances.

Notes

Comparisons to Reports from Previous Years

In 1986-87 and 1987-88, results for grades K, 1, and 2 were reported in 1985 norms and grades 3-12 in 1982 norms. In 1988-89, all scores were reported in 1985 norms. In 1989-91, 1988 norms were used. In 1992, 1991 norms were used. Scores from 1992 were recalculated using 1992 norms for all grade levels. The percentile of the mean NCE and grade equivalent scores presented here are calculated using 1991 norms for all grade levels.

Anomalies

Over the past years, ORE staff members have noted several anomalies which may be present in achievement test data. For more information on anomalies in achievement data, please refer to ORE Publication Number 81.60, Anomalies in Achievement Analyses and ORE Publication Number 87.26, Six of One Is Greater Than Half a Dozen of Another: Strange Phenomena in Achievement Test Results.

Rounding

Numbers reported here are rounded to the most appropriate decimal place. Rounding can cause some calculations to appear to be incorrect.

Austin Independent School District

Superintendent of Schools

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Systemwide Testing

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